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of School Librarianship***



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OPENING SESSION

The seventh annual conference of the International Association of School Librarianship was called to order on July 27, 1978 in the Town House, Melbourne, Victoria, Australia by the President Mrs. Amy Robertson of Jamaica.

Mrs. Robertson welcomed Australian and international delegates to the conference, extending thanks to the local arrangements planning committee and introducing John Ward, Chairman of the conference. Mr. Ward brought greetings from the Governor General and the Honorable Mr. Carrick, Federal Ministry of Education. He read telegrams from the President of the Library Association of Australia; from the Secretary of the Australian School Library Association and from Board Director Dr. Ursula Picache (Philippines).

Greetings were extended by representatives of the Jamaica Library Association, Danish School Librarians Association, School Library Association (U.K.), American Association of School Librarians and the Canadian School Library Association.

President Robertson then invited the representative of the Premier of Victoria, Mr. Norman Lacey M.P., Secretary to the Parliamentary Liberal Party to welcome delegates to Victoria.

I am honoured to have the opportunity to briefly address a professional and international group such as yourselves.

I would like to wish you all a warm welcome to Victoria, particularly those from interstate and overseas. This is an historic occasion as I am told it is the first time an Australian State has hosted this international conference, and we in Victoria are honoured to have been chosen for this.

I am pleased to see the program makes provision for visiting some school libraries and is not made up of static conference sessions. I am not sure of the significance of sending you to Ballarat for a full day in the middle of winter, but perhaps it is an attempt to show you that Melbourne is by no means the chilliest place you have ever visited!

The long-term concern of the Government of Victoria with the development of school library services is shown by the fact that as far back as in 1955, a full year's training course specifically

for teacher-librarians was set up.

A unique feature of Victorian school library development has been the emphasis on the importance of libraries in primary, as well as post-primary, schools.

Over 700 Victorian primary schools have a central library with a full-time teacher-librarian in charge.

For many years, primary school library development concentrated on the larger schools with the greatest concentrations of pupils and teachers.

In recent years, it has become increasingly apparent that some positive action had to be taken to upgrade the level of school library services for pupils and teachers working in schools too small to warrant a central library and a full-time teacher-librarian.

As a result, a plan for the provision of library facilities to all schools was drawn up.

This plan involved the development of shared-librarian schemes between pairs of neighbouring schools, providing new fast-construction library buildings, up-grading free spaces in small schools for library purposes, and providing mobile library services to clusters of small country schools.

For the period 1977-79 the Victorian Government has allocated \$3 million specifically to improve the level of library services for small primary schools.

More than 60 full-time primary school staff have been employed as shared librarians. Their work in more than 120 schools provides services for 14,000 pupils.

Only a few months ago, 15 mobile libraries - bookmobiles - were put on the road to service more than 150 small country schools with a total enrollment of over 5,000 pupils.

Each bookmobile was equipped with more than 2,000 new books worth approximately \$10,000.

The books ranged from picture story books suitable for the youngest child in prep grade to material suitable for the advanced grade 6 pupil.

And the bookmobiles are staffed by fully qualified teachers with a special interest in library work. In many cases these teachers have completed an additional year of full-time training in school librarianship. Children thus receive special library training

and additional encouragement to read.

In Victoria we are rather proud of this innovative project which will be extended shortly with the provision of another 15 bookmobiles.

Looking at another facet of the future extension of library services, Victoria is taking the first steps towards developing a curriculum materials library which, it is hoped, will be able to bring a variety of curriculum materials to the attention of teachers and schools throughout Victoria.

The first staff for this project were appointed earlier this month.

Victoria is involved with other States in another move in improving school library services. That is the joint effort with the Commonwealth to establish a National Central Cataloguing Service for all schools.

I understand that the first planning meeting for this venture will be held in Adelaide in early August.

Well, I hope that these few comments have given you some idea of the shape and direction of school library services in Victoria.

I offer you my sincere good wishes for your discussions for the remainder of this important conference.

Welcome to Melbourne, to Victoria, and to this first International Conference of School Librarianship to be held in Australia.

Councilor Hanna Pan representing the Lord Mayor of Melbourne was invited to bring the city's greeting.

Lady Chairman, Mrs. Robertson, distinguished guests, delegates -

I am delighted to welcome you from all over the world to our city of parks and gardens, and I am doubly delighted that you have selected Melbourne for such an important conference.

Melbourne is justifiably famous for the women and men of letters that the city has produced in its relatively short history.

We have produced novelists, biographers, historians and all manner of authors, academics, and scientists who have achieved international acclaim - even Nobel Prizes.

Perhaps it is the broad serenity of the city that has helped.

We believe the city's devotion to establishing green, peaceful gardens from its early history, only last century, has been somewhat

conducive to self-expression in letters.

Because of this - shall I call it, Australian literary evolution - the need for further learning and research has followed.

So our early writers and readers made sure that they had libraries to aid their interests.

And schools were the best place to begin this learning and to satisfy the needs of knowledge seekers.

Now, as you travel about our broad green city you will see how communities have sought to provide their children, and themselves, with books and encyclopedias, magazines and tapes and films in a centre of calm.

Mind you, our city of Melbourne has many other attractions to take people away from books.

Apart from our parks and gardens, Melbourne is a theatre and cinema city, hundreds and thousands of its citizens flock to participate in, or watch, sport every weekend summer and winter.

We are renowned for our variety in shopping.

We have art galleries in every suburb, spectacular forest and coastal scenery within short drives of the city. Melbourne probably has the greatest collection of fine restaurants serving the cuisines of more than 30 nations from Argentina, Jamaica and Mexico to Japan, Indonesia, China and across to Germany, Denmark and France.

I am not trying to win you away from your very important deliberations, but I do recommend that you take time to savor the city's attractions.

You have some very important tasks ahead of you and I wish you every success with your aims.

Any service at all that can aid school children all over the world deserves support.

But if you do seek a little bit of time off, let me offer you the hospitality of Melbourne.

Thank you -

Mr. Peter Matthews, President of the Australian School Library Association and Mr. Joe Hallein, President of the Schools Section of the Library Association of Australia spoke briefly on the values of international fellowships and conversations. These two associations were among the hosts of the conference.

Mrs. Robertson then introduced Professor Geoffrey Blainey, Chairman of the Australia Council, who gave the opening address.

The first people from the British Isles came to live in Australia in 1788. They came from a nation which, by world standards, was highly literate, even though most adults could not yet read and write. They came from a continent where the book, the pamphlet and newspaper were spearheads of knowledge. They came from a Europe which had access through books to such imaginative and brilliant contemporary minds as the German, Goethe, the Frenchmen, Voltaire and Rousseau, the Scot, Robert Burns, and the Englishmen, Samuel Johnson and William Blake.

The Aborigines in traditional Australia could not read and write. No traditional nomadic society — anywhere in the world — had much use for literacy. A nomadic society travels lightly: it has to travel with little luggage. It knows that, in the periodic moving of camp, the simplest place in which to carry knowledge is in the brain. In one sense the traditional Aborigines did write: that is, they communicated accurately and in detail and with relative permanence and with a kind of shorthand — in their paintings in rock caves, their carvings on rocks, their paintings on the ground of the desert, and in the wooden message sticks used in north-west Queensland.

The literature of the traditional Aborigines was essentially oral. It was preserved in the mind, and especially the mind of the old. The old men had great authority because they were virtually the public and private libraries of each Aboriginal group. They knew the rituals, the economic and spiritual knowledge; and they passed it on by word of mouth. To carry the metaphor further: the sacred ceremony in which young men were initiated into a tribe was really their ceremonial acceptance, from the chief librarian, of their reader's ticket, their lifelong reader's ticket.

The Aboriginal oral literature, several centuries ago, was voluminous. The history and the parables, the stories and legends, were passed down from generation to generation in prose and verse and song. They must have been voluminous, for Aboriginal Australia had several hundred little nations, each with its own language and its own oral literature. Most of that literature has vanished. Precious fragments have been saved, but some of those fragments, written down by

sympathetic Europeans who questioned old Aborigines, have been warped. The recorded Aboriginal literature, presumably, was often warped by translation difficulties. It was often garbled by the secrecy or reticence of Aborigines or by the misconceptions of the European listeners.

And now we are seeing a new stage in the development of Aboriginal literature. This new stage is not visible in the headlines or on the television news; and yet it may well be one of the most important happenings in Australia in the 1960s and 1970s. We are seeing the rise of a new Aboriginal literature. How far it will go, what influence it will have, we do not yet know. But perhaps it will be in, its own way, as important as the rise of the bush writers, of Henry Lawson and Banjo Patterson and Joseph Furphy, at the end of the last century.

In 1960 it was impossible to find, in an Australian library or bookshop, even one book which had been genuinely written by an Aboriginal. But in recent years have appeared volumes of verse by Aborigines; books of autobiography, books of legends; and this year, the first novel by an Aboriginal. The novel is called Karobran, was published by the Alternative Publishing Co-operative, and was written by Monica Clare. An autobiographical novel, its 95 pages display what one gifted novelist calls "the rare ability to recall exactly the child's curious time sense and the way things seem to happen out of nothing" — the way they seem to emerge from thin air. The author died before the book was published.

Aboriginal poets are now reaching wide audiences: 1964 was the landmark year. Then the Queensland poet Kath Walker produced her first book, We Are Going. It breathed a love of the land, a pride in her own people, and a quiet anger at the way in which they had been treated. She proclaimed that "a thousand camp fires in the forest" were still in her blood; similarly, Jack David, an Aboriginal poet from the far southwest, called on the huge red eucalypt tree to embrace his spirit, and to entice it through the bark of the tree and right into the sap stream. All the Aboriginal poets lament the encroaching world of the telephone and paper clip. Hear what Jack Davis says:

"All I hear now are machine-made sounds.

Lost is the life that quickened me."

More and more Aborigines are beginning to record and publish the legends of their people. And some have already written their autobiography. This year a book was actually published at Milingimbi, an

Aboriginal island about 300 miles east of Darwin. It is a fascinating paperback of 72 pages and is called "My People's Life". Its author Jack Mirritji, until he was a teenager, had not been near a school and had not uttered more than a couple of words of English, but here is his story, in unassuming but forthright prose. "I am writing about my life story. I have seen the sandflies and mosquitoes in the bush way back in time, and I have followed after my grandfathers and great grandfathers who have lived on the hillside and in the scrub for many, many wet seasons, and who believe in the stories of the Dreamtime, and the totemic waterholes."

It was only in 1971 that the first Aboriginal completed and published a genuine autobiography. His name is Dick Roughsey and his book is called Moon and Rainbow (published by AH & AW Reid). The book begins with a vivid account of how his own father, living in the Gulf of Carpentaria, was amongst the first of his tribe ever to see a white man.

When Stanley met Livingstone in darkest Africa that was news; but it is nothing to the news when the Stone Age and the Industrial Revolution came unexpectedly face to face.

Most of these books could not have been written or published without the aid of the Australia Council's Aboriginal Arts Board. That Board, consisting entirely of Aborigines, has used Commonwealth Government money creatively and sensibly.

Through these books, and many other which will follow, we are now able to hear the voices of people with their own distinctive experience and insight, their own message, and their own way of expressing it. Through these books Aborigines will reach a large white audience. The books will overflow into cinema and television and theatre. They will strongly, strongly affect the curriculum of schools.

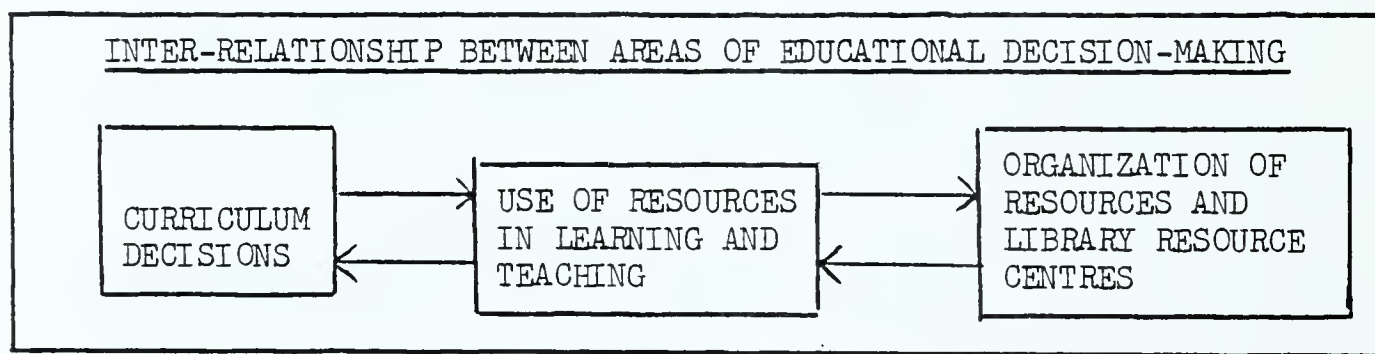
You are meeting to share and expand your knowledge of school libraries. I hope that one of the dividends of your conference is that Aboriginal writings will find their way into the libraries of more schools, here and overseas. For one of the strongest qualities of the Aboriginal books published so far is their authors' sense of wonder. That's one of the greatest of all gifts, and I hope that in your week together you see and hear much which, by making you wonder, makes your conference a success.

Professor Blainey was thanked by the Executive Secretary of IASL and the opening session was adjourned.

THE IMPLICATIONS OF SCHOOL-BASED CURRICULA FOR SCHOOL LIBRARY RESOURCE CENTRES

Neville Johnson*

Elsewhere¹ I have put forward the obvious, but often forgotten, proposition that decisions about the organization and co-ordination of the school's learning resources cannot be made in isolation from other educational considerations. It was my contention in that paper, that decisions about the organization and management of educational resources and education resource centres must be made in the light of decisions made about the use of resources in learning, which in turn depend heavily upon educational decisions made about curriculum and learning. This proposed relationship between resource organization, resource use and curriculum decision-making is clearly a two-way relationship with curriculum decisions having implications for resource use and the organization and management of resources.



It can be argued that this inter-relationship must be understood and acted upon by school administration, teachers and teacher-librarians if teachers are to teach well and students are to learn effectively. In addition, I believe that the perceived value and status of teacher-librarians depends heavily upon the recognition of this inter-relationship of educational decision-making. Where teacher-librarians make decisions in isolation without reference to curriculum decisions made by teachers, the result is often the establishment of library empires with structures and systems that are totally unrelated to the reality of the classroom activities and the school's curriculum program. Similarly, where teachers and school administrators ignore the resource implications of their curriculum decisions, they fail to establish appropriate support structures and systems upon which the successful implementation of their plans often depend.

*Neville Johnson, Senior Lecturer, Melbourne State College

Having thus revealed my principles and prejudices with suitable missionary zeal, I would like to develop this theme with particular reference to the so-called "school-based curriculum" movement which is currently in danger of becoming the latest Australian educational bandwagon. More specifically, I intend in this paper to briefly examine the concept of school-based curriculum and consider several of the implications of this idea for library resource centres and teacher-librarians. By necessity my comments will be centred in the Australian context, but I hope that overseas delegates find some aspects of relevance to their particular situation.

SCHOOL-BASED CURRICULUM

At a recent curriculum conference² the curriculum policy statements of various Australian Education Departments were examined, and the conclusion reached was that in a formal sense, schools were being granted greater freedom in curriculum decisions and were being encouraged to exercise their greater freedom. In the State of Victoria responsibility for curriculum has for many years been delegated to the school level, and the school curriculum has usually been an amalgam of individual teacher or school preferences and the guidelines provided by central curriculum agencies.

This marked tendency to reduce the prescriptiveness of the central authority, and to acknowledge or confer upon the school the right to design curricula utilizing whatever outside resources are available to them, has been the essence of "school-based curriculum". This tendency has been criticised by some and applauded by others such as Bennett when he commented:

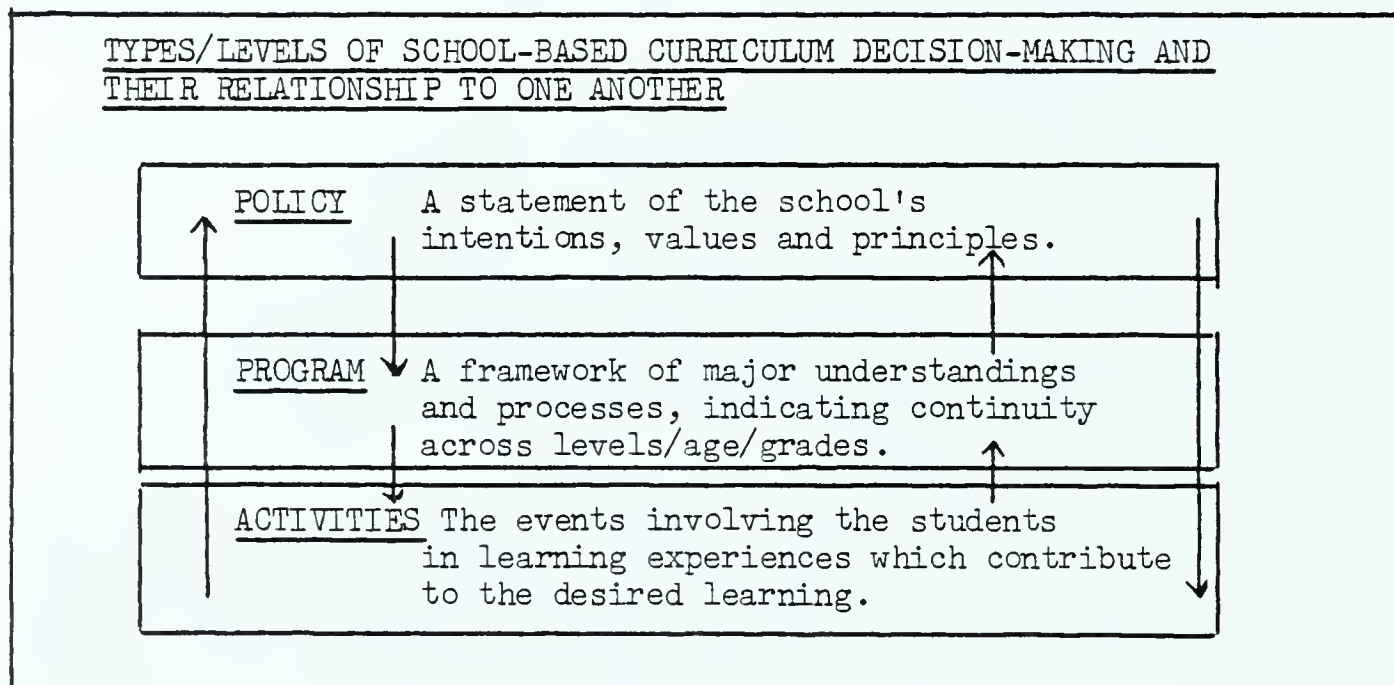
"Now it is proposed that the power to make the key decisions should be handed back to the place where it should have been all along. To some extent this is a recognition of the fact that this is where such decisions ought to be taken and where in fact they usually have been taken. The school and the classroom provide the natural locus of authority concerning curriculum."³

Like Bennett, I believe that teachers have always made "curriculum" decisions about what should be learned and when and how. To this extent there is little that is new about "school-based curriculum" and we are in danger of mystifying something with which most teachers are familiar.

I regard "school-based curriculum" decision-making as a natural, dynamic, on-going and challenging process involving primarily teachers, but also students, parents and outside educators. Being school-based does not mean that the school builds or develops all of their curriculum programs. This would clearly be unrealistic. In practice schools select from materials whose source is outside the school, or adapt from selected external sources in addition to

minor original curriculum building or development. Furthermore, the implications for resource use and organization of "school-based curriculum" can better be explored if we consider curriculum decision-making at the school to involve inter-related levels and types of curriculum decisions.

Accordingly, I would like to use a framework recently published in draft form,⁴ that is to provide the basis for the Victorian Education Department Curriculum Guidelines for Primary Schools. This division of curriculum decision-making into Policy, Program and Activity levels is one that I have advocated for many years as a model that allows the clarification of many curriculum decisions and issues. In this model, the school curriculum policy is a statement of the agreed set of principles and assumptions about students and the world and the directions in which it is considered desirable to guide their development. It is this set of intentions that underlie the curriculum program and activities of the school. The school curriculum program is a plan or framework for carrying out those intentions that indicates continuity across levels/ages/grades of the selected major understandings and processes. The school curriculum activities are those events in the classroom and elsewhere, arranged to affect the developmental processes of the student in ways which are thought desirable.



I have examined elsewhere⁵ in some depth the general implications of this model for school-based curriculum decision-making. For the purposes of this paper it is sufficient to make the following comments:

1. Curriculum decision making is a dynamic process. It is simplistic to see it as hierarchical with policy determining program, which in turn influence the activity level. There must be consistent inter-

action between levels, with classroom activities influencing policy and programs, program level decisions affecting both day-by-day activities and policy, and policy influencing programs and activities.

2. The "process" of curriculum decision-making is crucial. Teachers must be involved in the debates and discussions if they are to be able to "read between the lines" of the curriculum statement products, and be committed and dedicated to successful implementation of the curriculum.
3. Teachers will find themselves continually being challenged to clarify the assumptions they make about education, children and learning as they become more involved in curriculum decision making at various levels.
4. The process must not be so lacking in organization that endless circular arguments and time-wasting result. There is a need to use strategies that provide a good chance of success to teachers involved in curriculum decision making. For example, realistic tasks must be assigned, deadlines must be set, resources must be tapped that provide starting-points and a stimulus to activity, evaluation procedures must be built-in, and time must be made available.
5. The issue of professional freedom and decision making must not be ignored. If it is to be argued that there are great benefits to be gained by a school-wide commitment to a curriculum program or framework, we must be careful that the amount of detail in these statements does not unduly threaten the professional freedom of teachers.
6. The school must always have the final say in curriculum matters. There must be room in curriculum decision making for alternative views about objectives, learning experiences and evaluations -- views that reflect an awareness of the background of experiences of particular children and parents.
7. Integration across curriculum areas or subjects seldom effectively takes place at the curriculum program level. It is at the activity level that integration most easily takes place.
8. Curriculum evaluation occurs at different levels for different purposes. Evaluation procedures must be used that provide information on the effectiveness and appropriateness of curriculum activities, programs and policies.

9. The movement towards school-based curriculum decision making will require all people and agencies involved in curriculum to re-examine their role. Different authority and service relationships are sure to become necessary.
10. The task of curriculum decision-making requires support. The autonomous teacher or the autonomous school is hampered in attempts to make informed, effective curriculum decisions. School-based curriculum requires the support of networks - person networks, facilities networks, equipment and materials networks, and curriculum services networks. Many potentially powerful changes have fallen to the side because of the lack of support services and structures.

As a member of the teaching team of the school, the teacher-librarian will obviously be involved in the curriculum decision-making in the school, and all of these comments have implications for his or her role. But, it is obvious that the last two observations (comments 9 and 10) are of particular significance to the library staff and the organization and management of the schools learning resources.

"RESOURCE" IMPLICATIONS OF SCHOOL-BASED CURRICULUM

It would be impossible in this paper to consider fully the implications for school library resource centres and library personnel of school-level curriculum decision-making. I will have to be content to focus on several significant implications at the activity, program and policy levels.

1. Activity-level Implications

a. Resource Collections

If teachers and students are to have the benefit of effective and useful curriculum activities the need for access to appropriate learning resources is apparent. At this level of operation the teacher is looking for learning experiences that will provide a useful vehicle for the achievement of program objectives. Sometimes a school may rely heavily on the materials and units of a particular curriculum package, but more often a wide variety of commercial and teacher-produced materials are used. It is in the provision of a resource collection to support the day-by-day curriculum activities that the school library resource centre becomes essential. Unless the school's learning materials and equipment are centrally organized, accessibility is limited, and the use of resources in learning becomes difficult. This emphasis on centralized organization must not be confused with centralized housing. They are

quite separate aspects. Centralized organization is, I believe, essential if maximum effective use is to be made of a school's resources, but centralized housing may be the answer in a particular school while decentralized housing of resources may be most suitable to other situations.

b. Resource Banks

Many Australian schools are presently providing a very efficient and effective library resource centre service of book and audio-visual materials and equipment from the school's resource collection, but I consider there is an essential resource service that is yet undeveloped in most schools. There is an absence of an organized "bank" of teacher-designed curriculum assignments, units, projects and other forms of planned curriculum activities. All over Australia teachers are "re-inventing the wheel" when it comes to the development of learning activities. There is an urgent need to provide the organization that allows the swapping of teacher-developed materials within the school, and with teachers from other schools. If teachers have access to such materials they can select and adapt when planning their own learning activities. Support structures and systems of this type would make it possible for teachers to have time to develop more interesting and effective learning experiences for students. The critical implication for the library resource centre of the development of these "resource banks" is the increased use of the library resource collection that usually accompanies the teacher's use of planned learning activities. When teachers "fly by the seat of their pants" they use the limited learning resources that are on-hand and seldom build-in the extensive resources of the library resource collection.

I am not suggesting that it is the teacher-librarian's responsibility to establish "resource banks" of teacher-designed curriculum activities, but I am in favour of teacher-librarians supporting their organization by interested teachers. Obviously the greatest obstacle to such an organization is the reliance for success upon teachers being prepared to co-operate. Many teachers feel that their student assignments or units are unworthy of distribution to others. It is only in a supportive school climate that these teachers will contribute to the central collection and gain the advantage of access to other teacher's ideas. It is often from an examination of teacher-developed units that teachers learn how to relate curriculum activities to curriculum program objectives, thus avoiding the limited learning experiences that result when teachers

do pollution" rather than use the topic of pollution as the vehicle for the achievement of program objectives.

Many teacher-produced curriculum activities and units are available from schools and information clearing houses in Australia and overseas. For example, St. Leonards Co-Educational College⁶ has made their self-paced learning units available to other schools. These units may be considered too structured, not structured enough or in some other way inappropriate for a teacher in another school, but this is to be expected. Selection and adaptation of such units must occur to ensure they suit the particular school. Similarly some post-graduate students at Melbourne State College design learning units at both the primary and post-primary level, and it is hoped to make these available to teachers. Overseas organizations such as The San Mateo Clearing house⁷ and the Xerox Curriculum activity service⁸ provide teacher-produced units on microfiche.

c. Resource Networks

We may not be ready to implement such a sophisticated service at present in Australia, but it is very feasible to establish an informal network between schools that leads to swapping of curriculum ideas across schools. The concept of district curriculum resource centres could facilitate this service. These centres could take many forms and don't need to be yet another empire to administer. They could be housed in an existing Teachers' Centre, a school centrally sited in a district or some other existing building. These centres could also be the logical place to equip to provide the other support services teachers require if they are to select and adapt curriculum activities. Services such as speed tape copying and off-set printing are often not possible at the individual school level, but could be available at a centre or centres in the district. Overseas experience with district curriculum resource centres suggests that they should not serve more than thirty or so schools in a metropolitan area, and should provide service to a limited geographical area in more sparsely populated places.

d. Resource Implications of Different Learning Patterns

A much maligned and misunderstood educational concept is that of "individualized learning", and it is on this aspect that I would now like to focus attention. This concept is extremely powerful as a framework to make sense of many trends in education including the current

emphasis to become more resource-based in our teaching and learning. Perhaps I can explain my conception of individualized learning by concentrating on what I believe it not to be as well as on what I believe it to be.

- Individualized learning is not the belief that students should learn alone without group experiences. Rather, it is the conviction that although learning is by its nature a very individual act, it should often take place in the company of a group. Some learning, in fact, requires a group situation as an essential condition, and teachers are unable to always teach students singly. Fluid grouping techniques are essential and successful in promoting learning.
- Individualized learning is not the planning of an individual program and activities for every student. This is not only not feasible in practice but also no more effective. The critical attribute of individualized learning is that each child proceeds at a pace he or she can handle through a curriculum program and activity. An added dimension of individualization occurs when the teacher is able to take measures to orient the activities towards the individual student in terms of the student's previous understandings, knowledges, skills and attitudes.
- Individualized learning is not a technique or method of arranging learning. It is rather a philosophy or approach to students and learning that recognizes individual differences and attempts to use many methods, old and new, to cater for the differences both between students and within a student at different times.
- It is not necessarily a student doing whatever he or she wants, whenever he or she wants to, in whatever way he or she wishes. It may use this pattern of learning but it may not.

In clarifying this last point, the model outlined by John Goodlad in a recent series of audio tapes,⁹ is useful. He suggests four patterns of learning that can be used by teachers and students, and stresses that

each can be used to individualize learning as long as the student is allowed to proceed at a pace that is suitable to him.

PATTERNS OF LEARNING - GOODLAD			
PATTERNS	TEACHER	SCHOOL	COMMUNITY
1. Common ends Common means	a	e	i
2. Common ends Alternate means	b	f	j
3. Alternate ends and means (Student <u>selects</u>)	c	g	k
4. Freedom to <u>determine</u> ends and means	d	h	l

As can be seen, the patterns are different combinations of ends (curriculum objectives) and means (learning experiences or activities), which are either common for all students or alternatives are provided. It is interesting to note that the difference between patterns 3 and 4 hinges on the fact that in pattern 3 the student selects from available objectives and learning experiences, whereas in pattern 4 he determines both the objectives and the learning experiences. The addition of the "Teacher"/"School"/"Community" dimension to the model makes it possible for it to accommodate almost all current trends and techniques. For example, team teaching techniques are possible in all four patterns and are represented in the grid by the letters e, f, g and h.

The implications of the different patterns of learning for administrators, teachers and students are important and, in summary I believe they include:

- (i) Many different teaching and learning techniques and methods can be used in each pattern.
- (ii) There is no judgement that any one pattern is better than any others. The important point is that certain patterns are more appropriate for particular situations and people.
- (iii) A related implication is that a particular teacher may use different patterns at different times for the class as a

group, or he may use different patterns at the one time for different children.

- (iv) Different patterns of learning require different teacher knowledges, competencies and attitudes. For example, to operate in pattern 2 (Common ends alternate means) would require skills in organization not required in pattern 1 (Common ends and means). To force a teacher into patterns of learning that are unable to be accommodated by the teacher will either lead to rejection of that pattern by the teacher, or to lip-service only to that pattern of learning. In particular, patterns that threaten the teacher's control will receive this fate.
- (v) Similarly, different patterns of learning require different student knowledges, skills and attitudes. For example, to operate in pattern 4 the student must be a "self-starter" in that he must be able to set his own learning objectives and must have the skills and knowledges to locate, gather, use and even produce his own resources for learning — a tall order for many children at primary and post-primary levels of schooling.
- (vi) As schools move to incorporate teaming and community involvement, certain advantages are obvious, but certain disadvantages are constraints must also be expected.
- (vii) Different learning patterns place different demands on the organization and use of learning resources. In general the move from patterns 1 to 4 requires a move from resource-assisted to resource-based learning.

This last implication for different learning patterns is worth exploring in a little more depth in this paper. In general, it would be necessary to have available a different resource service for the different patterns of learning, and patterns that offer alternate means of learning would place a demand on resource availability and organization. For example, a teacher who has common objectives for all students, and who intends to use the same learning experiences for all students could survive with using only a few resources if he moves them all at the same rate. Yet this would not, by my definition, be individualized learning. Individualized learning using this pattern would require adequate

resources to allow the students to proceed at a pace suitable to them, from a starting point suitable to them. In practice, this situation would require a greater quantity of resources than fixed-pace situations, and greater availability of these resources for outside face-to-face use.

As teacher-librarians become more skilled in identifying the different learning patterns used by teachers and students they should note additional resource implications;

- Different patterns allow the prediction of possible resource requirements to different extents. For example patterns 1 and 2 have fairly high resource predictability while pattern 3 has predictability and pattern 4 no possibility of predicting resource requirements.
- As teachers offer students a choice of learning experiences not only are more resources required but also different types of resources must be offered. Providing media alternatives adds a dimension to individualized learning but also adds a demand on resource selection, use and organization that is often ignored by teachers and administrators.

2. Program and Policy Level Implications

If there is something new in the recent "school-based curriculum" movement it is at the Program and Policy levels of decision-making. It can be argued that while teachers and schools have always accepted the final responsibility for deciding the students day-by-day curriculum activities, they have not always taken steps to ensure for the student continuity across the years he or she is at the school.

a. Selection and Adaptation of Curriculum Programs - Networks

In general it is a realistic expectation that teachers will select and adapt from curriculum resources developed outside their school in the process of "developing" their school's curriculum program. This process requires resources and resource structures and systems that at present seldom exist.

Thus, teachers working at the program level must have access to a wide variety of curriculum programs from which to select and/or adapt. For example, a primary school wishing to select a language program would need to have access to language programs developed by curriculum

teams. Programs developed by commercial groups such as Houghton-Mifflin, Scott-Foresman and Holt-Saunders would need to be examined along with those developed by curriculum development agencies such as Curriculum and Research Branch. With the availability of such resources, teachers can select and adapt a program appropriate to their requirements.

It is obvious that no single school could afford to have such a wide variety of programs available, nor should they. What is required is the establishment of resource networks of various types. If schools in a particular area know what curriculum programs and materials are in operation in neighbouring schools, then there can be a tapping of this local resource by the establishment of an informal network. Teachers can not only see the program materials but have access to the advice and experience of teachers involved in these programs. The compilation of local curriculum directories can facilitate this process. In addition district, regional, state and national curriculum resource centres have a critical role to play. They must be in contact with one another and with international clearing houses with the aim of alerting schools of new curriculum programs that have been developed.

In the absence of such support structures and services, curriculum decision-making at the program level is at best difficult and at worst impossible, with teachers spending many hours working in a vacuum attempting to develop curriculum programs when they could have the benefit of alternative approaches from which to select and adapt to suit their particular needs.

b. Co-ordination of the School's Resources

It has been argued in this paper that the resource implications of school-based curriculum are extensive, yet an examination of the policy statements of schools often fails to reveal any stated principles concerning the importance, organization and management of the schools learning resources and library resource centre.

Over two hundred case studies of the resource provision and co-ordination in Victorian primary and post-primary schools have been undertaken by post-graduate students of Melbourne State College in the past two years. The findings of these studies overwhelmingly support two generalizations:

1. Schools have quite extensive learning resources available.
2. These resources are poorly co-ordinated for use by

teachers and students.

Often the studies revealed a well organized library resource centre operating in glorious isolation, unaware or disinterested in the total learning resources pattern of the school. It is my belief that the school resource centre, its resources and its services, must be seen in the context of the resources provision of the total school to be fully effective. I am not advocating that the teacher-librarian takes responsibility for the co-ordination of the total resources of the school, but rather that he or she encourages the school to undertake a survey of their resources, where they are housed and how they are co-ordinated. Once the basis of such a survey responsibility for the various learning resources of the school can be allocated, the teacher-librarian is more likely to be able to critically evaluate the role of the school library resource centre and its staff, and the possibility of staff conflict over learning resources can be minimized.

Teacher-librarians, teachers and school administrators must not ignore the resource implications of school-based curriculum. The challenge lies with us all.

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THE LIBRARIAN AND THE CURRICULUM

Michael J. Cooke*

Current Trends and the Need for Resources

Throughout the world, there is evidence that society is changing, in some cases so fast and so radically that it is impossible to predict what information and knowledge an individual child will need to equip himself for the working world he will be entering when he leaves school.

It seems clear that children in schools today may have to face "continuous education" as being the norm rather than for the academic few. The evidence in the West suggests that young people entering a job for the first time will face the possibility of having to re-train, move into new areas, several times during their working lives.

The schools have the task to prepare students for this future and as school librarians we must ensure that we are giving our colleagues the right support to enable them to respond to these demands.

R. W. Burns and G. D. Brooks writing in Curriculum Design in a Changing Society, listed fourteen reasons for changing the traditional curricula of schools:

1. We are living in a global society.
2. We are living in a rapidly changing world.
3. Our culture is experiencing an information explosion.
4. Present curricula are information oriented rather than process oriented.
5. There is a lack of relevancy between in-school education and out-of-school life.
6. There is a prohibitive time-lag in education between the discovery of new techniques and the incorporation of these techniques into educational practice.
7. General education and core curricula are presently too survey oriented.
8. There are new technical innovations for which new curricular patterns can be designed.
9. Urban living, a decreasing emphasis on family structure, and the increasing mobility of the population demand greater individual responsibility.
10. There is an increased recognition of the needs of minority groups and minority group problems.

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11. Our knowledge of what is true is constantly changing.
12. There is an increased understanding of how children learn.
13. The behavioural definition of learning products has revealed deficiencies in our present curricula.
14. Productivity has released men from the necessity of long labour.¹

Such an analysis has been closely paralleled by a publication nearer to this venue. The New Zealand Post-Primary Teachers' Association noted nine forces at work in society that demand change in the present-day curricula:

1. We live in a world society.
2. Economic needs are changing.
3. Economic and ethnic groups are now more mobile.
4. The nature of the family has changed.
5. Adolescents play a greater role in our society.
6. Importance of the mass media.
7. Progress of science and technology.
8. Growth of knowledge.
9. Changed in educational thinking.²

Nearer to my home base a Welsh Education Authority placed on record its agreement with this thinking. It noted five important tendencies in modern society that will influence curriculum development.

1. The declining demand for unskilled labour.
2. The greater expectation of life.
3. The rapid obsolescence of information.
4. The earlier physical and emotional maturing of the young.
5. Increasingly less distinction between the social roles of men and women.³

The implications inherent in these points are:

- (1) a new curricula will be needed for the less gifted children.
- (2) education must be life-long, accommodating personal renewal and re-equipment for changing employment.
- (3) the child must learn how to learn, ways of enquiry rather than collections of factual information.

The findings of a study at Syracuse University in 1971 presented us with a map of the way education must develop if it is to keep up with developments.

1. Half of what a person learns is no longer valid when he reaches middle age.
2. One third of the items now on the supermarket shelves didn't exist ten years ago.

3. Half of the labour force in the United States earns its living in industries which did not exist when the country began.
4. Three quarters of all people employed 12 years from now will be producing goods that have not yet been conceived.
5. More mathematics have been created since 1900 than during the entire preceeding period of recorded history (other sources have reminded us that 90% of all the scientists who ever lived are alive and working today.)
6. Half of what a graduate engineer studies today will be obsolete in ten years; half of what he will need to know is not yet known to anyone.⁴

If this sort of information has any meaning it must tell us that the traditional classroom education cannot provide for the needs of the children not only passing through our hands in the future, but with us now. The skills that children will need, to face the complex world that they will be working in, are very different from that provided by the education system of the past 10-20 years. They will need to have greater knowledge of the variety of communication media available. The rapid growth of knowledge and the speeding up of the practical application of that knowledge, places more importance on the ability to discover and retrieve information, to organize and evaluate that information and to communicate it, rather than the ability to simply memorize.

The role of the school librarian is crucial to that development.

Present day trends in education have, as one of their main commitments, equality of opportunity for those performing below their chronological age, for the average and for the above average. Those involved in education must recognize that what constitutes opportunity for one pupil may not necessarily be so for another. It requires the recognition that a child who appears slow or even backward, when subjected to a verbal pattern of teaching may become relatively a high-flyer if given the chance to learn visually. We need to attempt at least, to cater for learning through all the senses. It is recognized that 75% of the absorption of knowledge occurs through the visual sense and only 10-15% through hearing.⁵ Surely that has implications for the learning methods that should be offered to the child.

Marshall McLuhan has reminded us that today most learning occurs outside the classroom. He reckons that the quantity of information conveyed by the press, magazines, films, T.V., radio, far exceeds that conveyed in school.

Are we really taking advantage of this?

I am not about to suggest that suddenly overnight all learning in a school will become resource based and individually tailored, but I will

suggest that even in the circumstances that many of you may find yourselves in, while you are perhaps waiting for facilities to be developed, you should be looking at the best ways of making the maximum and most effective use of what is already available. Careful organization of resources is an essential feature of good school management and it is perhaps only by demonstrating that the skills, the interest, the enthusiasm (whichever we possess) of a school librarian can improve the learning experience possible in the current scene, that we shall then be in a position to say "if I can be effective in this situation where I have only a limited amount of time available to work in the library, or we have only a minimal budget for library materials, just think what could happen if I could spend more time in the library or we could find budget for more materials."

An important step is to make sure we are fully aware of what resources are already available in the school - a central record, no matter where they are housed and I am aware of the likely reactions many of you will encounter in this move. Subject departments or even individual teachers will have purchased equipment and materials from their departmental allowance and no jumped up school librarian or teacher-librarian is going to get her hands on them. You will have to allay their fears; it may require a great deal of tact and diplomacy and you will need to demonstrate that they will gain something from a more open attitude towards resources - but we can do that - can't we?

A second important step is to look at the community around the school and the materials, information, services available there. Be sure to include in this a file on persons as resources - people who have interesting activities, hobbies, collections, a lifetime of work in a particular job or industry and would be willing to share their experience either by coming to the school or receiving a group of students in their home, place of work and so on.

In thinking of the development of school libraries into resource centers, it is important that they are fully exploited and this is particularly true of the developing countries.

A resource center which is being developed in a secondary school or teachers' college should see as part of its role to act as an educational resource for the network of primary schools (or secondary schools) around.

It should be possible for staff in these primary schools to use the resource center to develop materials appropriate for their own education environment. Resource Advisers operating in the center can feel they have a part to play in the development of a programme in the primary school. There

may develop an opportunity for the staff of the primary school and secondary school to work together, to share their educational experiences, to feel they are part of a greater overall educational programme than that which is demonstrated in their own school.

The opportunities may develop for students in the secondary school to become involved with the pupils in the primary school - to run story hours, to give tutorial assistance to needy pupils and in so many ways identify with an education wider than their own personal success.

We are all aware of the great competitive elements that so easily creep into education. If we can find ways of developing cooperation and caring for others in the education system I think all would benefit.

The Role of the School Library Resource Centre

The major aim of the library resource centre must be to augment the learner-teacher contact, perhaps by making it possible for this contact to be more than a strictly intellectual one, to bring in emotive and imaginative elements, to raise or spread the vector along which learning can take place. It was Matthew Arnold, I think, who said "knowledge is information tinged with emotion." We are often far too aware of the information and not enough of the emotional element in the learning process.

It has been said that improvements in resources and the techniques for acquiring the informational skills found in the resource centre, have the same sort of relationship to the learning process as transistor technology has to listening to music - you do not need to know anything about transistors in order to enjoy the music, but the advent of transistors has certainly placed music within the reach of far more people.

The skills involved in using a resource system efficiently and fruitfully, must be taught. Simply turning a group of children loose in the resource centre with a list of questions to be answered will not get them far. It is hardly likely to be an educational experience for most of them unless the teacher and librarian have planned the visit beforehand and they are available to actively and sensitively interact with the group during the visit. Note I have indicated the need for both teacher and librarian to be present. We have to find ways of convincing our colleagues, who feel they have fulfilled their duties towards the "library-period" when they have brought their class as far as the library door, that not only the class is losing by not having the teacher with them but the teacher also is missing the opportunity of becoming acquainted with

additional resources which might be useful to him/her (not to speak of the loss of hair faced by the librarian trying to handle a class using library resources on mass).

But I digress a little.

What is required of a learning environment for it to be successful?

Professor W. D. Wall of the University of London, Institute of Education said:

1. It needs to be provocative, stimulating the child to ask questions and seek answers.
2. If the right atmosphere is created, children will learn to some extent spontaneously.
3. The child will need the assistance of an adult in formulating principles from his experience and learning how to transfer his learning from one situation to another.⁶

What are the implications for the resource centre or the school librarian?

Typically children of most ages begin with a confused mass of observations from which they sift those relevant to their purposes and then some kind of system or generalization is educed. There are certain skills in this process which have to be learned and these skills have to be added to if the principle involved is to be transferred to another situation.

The resource centre can help this process by arranging for new experiences from which the teacher and librarian can help the child to educe some principle to formulate and transfer to new situations. Younger children using resources will need a great deal of help in the learning process. The older, more experienced user of resources will require a different kind of assistance - perhaps the role of the teacher and librarian at this stage is to help him to find short cuts; to help the student to think through his problem, to formulate his ideas and direct him to resources which will prove useful for his particular approach. The task of the teacher and librarian in this learning environment is not to provide a neat problem and answer, but rather to edge, guide the student towards experiences, resources which will help the student to develop all round.

If the teacher is concerned with the management of the learning situation, then quite clearly he cannot do this without the help of the librarian and his knowledge of the resources available. It is the partnership between the teacher and librarian that ensures the resources used are instructive, contributing to the learning experience of each pupil, and not merely dis-

tracting. Some will provide specific answers, but others will present situations which are open ended - the teacher being there to exploit this openness.

Let us take the situation of the typical classroom where we may have some 20-30+ students using the same textbook, writing the same tests, doing the same assignments. Are they being allowed to develop as individuals?

Is the single textbook approach adequate for the kind of education society needs for these children? Is it realistic to expect children to rely on a text some years out of date? Surely in the modern educational situation the textbook must only be seen as a point of departure, leading each student towards a wide range of print and non-print materials and perhaps down different routes to the ultimate goal.

It is not possible to permit a child to discover ideas outside the perimeters of the textbook unless other materials are freely available to him. In such circumstances the library resource centre has a vital role to play, for it is the obvious place from which to organize these materials. I say "from which to organize" deliberately for I do not wish to suggest that centralized resource provision is necessarily the only way or even the best way for each school. For some this may well be true, but I can also see the place for satellite resource collections within subject departments and even classroom collections. How the resources are used is the important element, not where they are housed.

We must recognize that the printed word is not the only way or even the best way of presenting some information. Certain information can be presented better in a recording or a film than through the pages of a book. This is what the resource centre development is about - making available to students the best way of acquiring an educational experience. This philosophy places the emphasis on the knowledge to be acquired rather than on the method of recording it.

The resources approach also recognizes that one needs to get to know the students better. Some students learn better by different methods - some by hearing, some by seeing. In the traditional print based approach students do not have this choice and for the 20% or more of students with reading problems, the school library, limited to print materials, has nothing to offer them. The resources approach makes it possible for these students to gain a learning experience in the library. The library becomes important to them as well - it offers them a chance to keep up with their peers in the class, it

keeps them in the mainstream of education until they see the need for developing their reading skills. So often in the experience of these children frustration and hostility has developed. If they have not understood a topic or subject presented in print they have been sent back to do it again, with the same textbook which has led to their failure in the first place. We need to find alternative resources that they may use to help them understand the topic.

The school today must identify itself more closely with the community. There must be a flow of people through the school-community boundary. The student must be given an opportunity to get to know his community by not only learning about it but learning within it. Members of that community must be encouraged to participate in the educational programme of the school.

The school library has a vital role to play in this development, by getting to know and indexing, the resources that are available, both material and human, within the community and exploring ways in which they can be used. I have spoken of this already - the people in the community with interests, hobbies, special skills which they may be willing to talk about, to answer questions on, receive visits from students. In addition there are other community resources to be considered - the buildings and the activities going on there; the smells, sights and sounds of shipyards, markets, tanneries, places of worship. The school librarian, as an information specialist, should be identifying such community resources and finding ways of indexing them so that they can be planned into the learning experience of appropriate study units.

Another need, frequently overlooked, as the world grows noisier and the schools larger, and, for some children, overstimulating, is somewhere to escape in order to be quiet. A point of rest where children can literally re-collect and re-create themselves in contact with books, with pictures, with media and other resources. I think we need to give children the possibility and capacity to retire harmoniously and creatively into themselves. Meditation on this level is perhaps an art that has been lost in modern society. There is a tendency for children to get the impression that they can only go to the library when they have a project, some 'research' to do.

I think we must also be concerned about teacher use of the resource centre. We would all accept, I hope, that within a family father, mother and children should be regarded as having different but equally important roles, rights, duties. I would suggest similarly that the child or learner-centred library will not reach its full stature if the students in the school never

see the teachers using it. They will conclude, reasonably, that the use of the library is a juvenile activity to be abandoned when one reaches adulthood.

Background and Training of School Librarians

I realize that we have attending this conference librarians from a variety of backgrounds. Some of you will be from countries where the development of school libraries is still in its infancy, some of you will be from countries, like my own, where we would claim to have had school libraries established for many years, but where we have done little so far to exploit them, to make them a central part of the educational process. Yet again there will be those from countries who have demonstrated over the years that the school library is an essential element in a good education programme.

This conference must try to offer inspiration for librarians from each of those backgrounds. It is an opportunity to share our experiences, an opportunity for those at the start of their development in school librarianship, to avoid the problems and mistakes of their more experienced colleagues.

Having worked in North America and the United Kingdom and contributed to the attempts to overcome the growing pains of school libraries in West and Central Africa, I have been trying to offer a bridge between each.

Can we identify elements in the success of school library development in Australia and North America, which will be of benefit and relevant to the situation facing the developing nations?

One element worthy of consideration is a clear recognition of the school librarians' role and the training that is needed to ensure success.

In the United States which is internationally recognized as having some of the finest school library media centres in the world, the school librarian is expected to have qualifications in both librarianship and education. Though I would not presume to comment upon how successful the school library development is here, in the presence of so many of our Australian colleagues, it is also noticeable that school librarians here are expected to be qualified teachers.

Not so, of course, in Britain where the characteristic feature may well be the variety of approaches taken by Local Education Authorities to the staffing of school libraries. There are still many so called teacher-librarians in British schools who have no training in librarianship.

Can the American and Australian experience (and I should couple into this Canada where in fact I was working in North America) offer some lead to those

countries who are starting to develop programmes for training school librarians - that they should tie this training into a firm education background. This point is certainly one which would bear discussion as we get into our group sessions.

Perhaps I can fuel those discussions by putting forward my personal views.

While I would not wish to suggest that it is impossible for the professional librarian (chartered librarian in the British sense) to perform the duties of a school librarian adequately without a background in education and experience as a teacher, I would suggest that such knowledge and experience can make the professional librarian more likely to be successful as a school librarian. Studies in librarianship can demonstrate and teach the organization of knowledge (classification and indexing), publications (reference work and bibliography) and libraries (management and systems) forming a sound basis for skilled library work, but a further knowledge of child development, learning theory, educational principles and teaching methodology can only help the school librarian to develop, perform and receive recognition of his/her role in the school. For many school librarians it is this recognition which is so important to the development of the school library. It is only when the school librarian (or teacher-librarian wearing the latter hat) is seen as an equal partner in the teaching team with skills and expertise that are essential to the provision of the right learning environment for each child, that the school library development in a country will proceed.

If a school library is staffed by a teacher who has a full time-table in a subject department, that library is not likely to make much impact on the life of the school.

The school librarian also needs to be involved in planning the curriculum, bringing into the planning stage the consideration of the library as a teaching instrument, a learning laboratory. The professional librarian may remain on the periphery of such planning, being seen as to quote The Scottish Education Department's Stimpson Report "responsible for managing the resource centre and for ensuring the effective operation of its services."⁷ In this report it seems it is the teacher who plans and organizes learning experiences, helping pupils to use the resource centre effectively, assessing their use and the way pupils respond. It appears from this report that they see the teacher advising the librarian when to update the materials housed in his centre. The librarian would seem to be considered as an assistant to the

teacher, hovering in the background, rather than a full member of a teaching team. Perhaps unless the school librarian is dually qualified he is unlikely to be seen differently.

The Bullock Report, A Language for Life, supports the need for dual qualification saying "ideally the school librarian should have a dual qualification in education and librarianship."⁸ The new U.K. Library Association standards for schools sees this as the inevitable trend though admitting that it will be many years before the 'ideal' is achieved.⁹

It is interesting to note also that the Stimpson report which I referred to earlier suggests that teachers and librarians could benefit from a common element in their courses.

That is one area where I would suggest the developing countries can show us the way. Perhaps in their situation where the two professions are developing together they can ensure closer cooperation in the training programmes.

At the University of Ibadan in Nigeria, where the Department of Librarianship is an integral part of the Faculty of Education, we established the principle of an introduction to books and libraries as a core element in the training given to all teachers with the possibility then of interested teachers taking a specialized option in school librarianship or taking courses in the department of librarianship programme as part of their degree.

This is the pattern in order countries also and I am sure we shall benefit by hearing from our colleagues at this conference how these programmes work in practice.

The School Library Programme

We must ask ourselves what we are trying to do in the programme and services we are developing in the library.

The library and its resources are there to facilitate student learning in the support of the curriculum. As a result of the resources available in the library, the student must be able to learn more effectively, more efficiently and perhaps more of them should be able to do so. We are partners in the education process, we want the students using our libraries to have wider learning possibilities and hopefully therefore to learn better.

We cannot allow an haphazard collection of resources to develop in the hope that they will be used. We must try to understand the teachers' objectives for the course, the unit of work that he is teaching so that we can find the right resources for it. This means of course, that they may have to set

down their objectives more clearly.

The question "What do you have on the coal industry in the U.K.?" should really become "what do we want students to do in relation to the coal industry?"

Studies show that if students know where they are going and have the resources to enable them to get there, they don't need much else. Such studies have shown that in individualized study programmes, students need three things:

1. Statements of where they are going
2. Ways of getting there
3. Ways of knowing when they are there.

The teacher in this situation, is not there for input of information; he comes in at other levels, at decision points. Students in this situation want to know "am I good enough; have enough information, understanding of this topic or the relevant skills to go on."

Resources thus become critical in this situation provided students know what is expected of them. They cannot take responsibility for their own learning, and I have argued that this is important for their survival in modern society, unless they do know what is expected of them.

We need to know the students involved in this particular learning programme. We need to know what background and experience the student needs when he starts a new field of study. This must come about by joint discussion between teacher and school librarian.

Learning starts somewhere, goes somewhere else. The student's responsibility lies between the two points. The entry point may be different for each child depending upon their background and experience in this subject field. The teacher and librarian will need to discuss how they are going to get a child from A to B. What activities, instruction will he need, what resources are appropriate for him?

Learning occurs through inter-action - with people, with resources. Inter-action will not occur by just presenting a wide range of resources and hoping for the best. Only when the right sort of programme is planned around the resources, does inter-action occur. This may mean that the individual audio and visual resources need worksheets to accompany them, so that users do more than just sit and listen or view passively. If the worksheet or question sheet is not provided by the commercial producer, then the school librarian may have to go through the tape or filmstrip and draw up questions which will help the user to get the most from the resource. You are then

able to demonstrate that the school librarian is more than just a manager of resources.

Clearly children differ not only in how much they know about a topic, but how they go about learning. I've touched on this already. You limit the potential of the learner if you don't provide a variety of approaches. If the variety is not available commercially, the school resource centre and teacher must become producers of resources. Most teachers will not have the time to produce their own materials, but as a team, a partnership, they may find the time.

The teacher can present ideas for the resources he would like his students to use and the resource centre can then produce (or arrange for production) of appropriate materials.

This team approach will ensure that the resource produced is the result of a range of experience, expertise, not just the best thinking of one person as in the traditional classroom experience.

The assumptions underlying this approach are numerous. It means the librarian has to be involved, he has to get out and work with teachers. He must be in at the planning stage, making resources an integral part of the curriculum. He needs feedback all the time, to enable him to build on, to improve and validate his resources so that they remain effective in the learning process.

I hope I have painted the possibilities of this picture - of children working at a level appropriate to them, at a speed appropriate to their ability, with a controlled element of challenge.

Such a resource-based system enables teachers and librarians to work together, with individuals, with groups of children, providing motivation where it is needed, enriching their experience and gaining a sense of fulfillment themselves.

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IMPLICATIONS OF A SCHOOL-BASED CURRICULUM FOR
SCHOOL LIBRARY RESOURCE CENTRES

Joan Brewer*

When I was asked to give a paper on this topic I decided that the most effective way would be to illustrate the points I wanted to emphasize by reference to actual examples. I chose three schools, all different in the age groups they served and in the physical design of the libraries. The two features in common were effective teacher librarians and curricula designed to suit the schools. I selected a Catholic girls' school in the heart of the city with a long and distinguished history; a medium-sized primary school with a significant migrant population; and a large new open space secondary school in a newly developed suburb. I wish to acknowledge my debt to the staff of these three schools, who were so helpful and cooperative in every way. It was a pleasure and a privilege to work with the teacher-librarians concerned - Mrs. Jude Francisco, Mr. Richard Owen and Mrs. Lynne Cocks.

ENFIELD PRIMARY SCHOOL

Enfield Primary School with Mr. Paul Cadd, as Principal and Mrs. Jude Francisco as Librarian, is a new open space design which places the library, on a slightly lower level, adjacent to the teaching areas. The school covers all primary classes, from years 1-7 ; there are 23 teachers and a school population of 480. The Teacher-Librarian, who was a very experienced and competent teacher before taking a year's course in school librarianship, has part-time assistance from a library aide. Years one and two were incorporated into the school this year. Previously there was a separate infant school. The socio-economic area is mixed, perhaps lower middle class, with about 35% of the students of foreign extraction, from a great variety of ethnic groups.

Curriculum Sub-Committees have been established for each of the four areas of Language, Social Studies, Mathematics and the Arts. The teacher-librarian attends the meetings of each of these four committees. This is important for budget planning, both long-term and short-term. For example, the making of games for the mathematics program involved the allocation of funds for materials.

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Enfield School is also a pilot school for the teaching of drama, and a new curriculum is being developed in this area. The librarian has been closely involved in Film Study and in videotaping a program for Children's Book Week, in which students portrayed famous characters from books.

Mrs. Francisco has also planned a program with the teachers, for a study of fairy tales over a term. It has involved the whole school, with older children writing; with discussion on the features of fairytales; the creation of a gigantic film strip on an overhead projector transparency by the librarian; the reading of fairy tales to the children in the library; emphasis on fairy tales from different countries; the painting by the children of favourite fairy tale characters. Last year the Vikings was a theme which involved the whole school in a similar way.

This school has recently developed neighbourhood groups, to involve parents more closely in the school. There are forty two groups, with a parent as host and a school representative in each. The groups meet about twice a year. The teacher-librarian is attached to one of these groups and is also a staff representative on the School Council.

An interesting feature of the school is the practice of evaluation of the school's program each term by each teacher. The Principal encourages the teachers to comment on all aspects of the school and the teacher-librarian said that she found their remarks were frank and very helpful.

The careful planning by each of the Curriculum Sub-Committees helps the teacher-librarian to make early selection and acquisition of materials. She said that she selected non-fiction materials first and then the fiction. She also plans her library's annual budget ahead, taking her submission to the School Council at the end of the preceding year.

The curriculum in this school is carefully planned and is also regularly evaluated. Parents are closely involved. In all these areas the teacher-librarian plays an active and important role and her work is obviously appreciated as being integral to the whole program.

INGLE FARM HIGH SCHOOL with Mr. M. S. Reynolds as Principal, is a new school, catering for years 8-12, built to an open plan design, and situated in the newer north eastern suburbs of Adelaide. There is a school population of 950, a teaching staff of approximately 70, and 14 auxiliary staff. The Library Resource Centre is in a central position, an attractive, spacious facility with a mezzanine floor. There are three resource teachers, a significant

change in title from that of teacher-librarian, and two school assistants, plus assistance from the Reading Teacher and the Art Teacher. In addition, several teachers elect to work in the library as an alternative to playground supervision. Another important feature is that teachers must accompany their classes to the library so that both teacher and library staff can work with the students.

This is a school in which library staff and teaching staff work together in planning and implementing the curriculum. This is made easier by the particular subject expertise and experience of the three library professionals in English, Social Sciences and Mathematics/Science. The philosophy of the library staff is outlined in an article they wrote for "Review" in 1976.¹ Each of them works with the teachers in their subject area.

An example of this can be seen in a program designed for Year 8, in their first year at secondary school. The aim was not only to teach the students research skills and to make them confident in using the library, but to incorporate this program into the Social Sciences course. This is described briefly in another article.² A similar scheme was designed for English students, emphasizing the use of materials in that subject area. The first part of the Social Sciences program involved research skills and was related to astronomy. Students were divided into groups of 10 and the three library resource teachers and two other social science teachers worked with the groups. There were five stations - Reference, Non-Fiction, Vertical File, Periodicals, and Audiovisual Materials. A teacher was on hand at each station. The second part of the program had the Continents as the subject. Teachers helped to prepare the bibliographies. Part three dealt with Early Man. I have examples of student work sheets and of bibliographies to show you, kindly lent to us by Richard Owen who is in charge of this very exciting resource centre. Some evaluation of library based programs has been made, which indicated that students felt confident in the resource centre.

This library resource centre is undoubtedly one of the best I have seen. There is close cooperation in planning curriculum, there is teaching experience and subject expertise over a wide area among the three resource teachers, there is close involvement of the teaching staff in all aspects of the library program, and there is evaluation. They are ready to admit weaknesses in their programs and are continually adjusting them in an effort to improve them. Their major problem is the regular interruptions from visitors, such as myself, because the word has spread about what they are doing. For example, I

sent students there because it is such an innovative program. It even has its own school radio program. Those of you who plan to attend the A.S.L.A. Conference at the end of August will have an opportunity to visit this school.

ST. ALOYSIUS COLLEGE is a Catholic girls' school with approximately 600 students from years 5-12. It is academically oriented, partly because of parental expectations, that their daughters should take the twelfth year University entrance examination. The school, nearing its centenary, is situated in the heart of the city but draws its "students from an extremely wide residential area as well as from a wide variety of socio-economic backgrounds".³

In 1971 a core of teachers set up a Curriculum Committee under the chairmanship of Mrs. Glenda Condon, now the Deputy Principal to Sister Anne Rivers. Students, staff and parents were consulted before a new General Studies Program was initiated in 1972 for Year 8. The School received some funds from the Schools Commission to help in the development of the program for staff seminars to discuss the aims and objectives of the school; for equipment; and for a remodelled year 8 area. To quote from the school's final report on the project "Physical improvement and a wider range of equipment, together with a somewhat augmented library and the excellent cooperation of library and technical staff, mean that many skills, other than mere literacy and numeracy can be explored and developed."³

The aim was not only to break down the traditional subject oriented approach but to develop a wide range of conventional skills which often overlapped subject areas. "The curriculum, then, should be concerned with providing students with concepts, skills, interests, and values which will assist them in investigating and acquiring knowledge and in understanding what they have learned. Furthermore, this investigation must be geared, as far as practical, to the needs and interests of the group and each individual in the group. These objectives are being achieved".³ Changes have taken place in the program at each year level and there has been continuous evaluation by staff, students and parents, as well as outside evaluation by other educators.

The teacher-librarian, Ms. Lynne Cocks, has a second librarian; an audiovisual expert; a part-time library assistant who works with audiovisual and does typing; a clerical assistant; and a half-time teacher assistant. The teacher-librarian attends various curriculum meetings such as that of the Year 8 teaching team who meet once a week with the teacher in charge of

curriculum. There is also an overall curriculum meeting once a fortnight, to discuss such factors as outside demands which impinge on the school based curriculum, as happened with a recent change in the requirements for music in the public examinations.

The librarian disseminates materials of interest to particular teachers and provides facilities for teachers to make materials to suit the curricula. The audio visual specialist is a great help here. I have examples of bibliographies, work sheets and assessments sheets which you can study afterwards. An interesting feature was the material pertinent to the courses made by students. Some of these materials, such as books of games and puzzles, have been retained in the library and catalogued. Again, I have examples to show you. Students were videotaping their own play in one group room when I last visited the library. There are few textbooks in use, except for some in mathematics and in foreign languages, so the library materials or school produced materials are important. Strong emphasis is placed on the city environment. Students are encouraged to use the city's facilities such as the State Library with its special Children's and Youth Services and are urged to get to know their city well, in all its aspects. Local history is very important and the librarian has built up a comprehensive, special collection in this area.

Study skills are taught in conjunction with curriculum work. Themes are the coordinating factors in studies in Years 8 and 9 and research skills are developed in relation to the topics incorporated in each theme. In Year 10 there are unit studies of one term, involving more specialized study. Pressure from the final year external examination places some restraints on the Year 11 program, so that a student who wants to take Biology in Year 12 takes some units in Biology in Year 11 but does not necessarily spend the whole year on Biology or on any one subject, except in science and mathematics.

The teacher-librarian is closely involved in curriculum planning and in assessing the progress of the school's programs. Materials are collected to meet special needs, as with local materials, or materials are specially made, as with a tape/slide set on death produced by one teacher. This library is "bulging at the seams", as it has less space than the other two schools discussed in this paper. But like the other two, it obviously plays an integral part in the school's curriculum.

What conclusions can we draw from a study of these three school librar-

and the school based curriculum in the three schools?

The first is the obvious one, the absolute necessity for the teacher-librarian to be closely involved in the planning of the school's curricula. School based curricula imply close assessment of the needs of the students in that school and the necessity for materials to be chosen carefully to service those curricula. Librarians must be able to offer advice on materials and to select materials after receiving guidance from the teaching staff. Planning involves selection and careful budget preparation. Budgets are even more important with school based funding, as we have in South Australian government schools, with increased parental involvement and with the issue of accountability of schools to the community. Mrs. Francisco described how she presented her budget for the coming year to the School Council and had to justify the items. Librarians must also provide facilities, materials, and assistance so that staff and students can make materials or adapt commercially produced materials to suit the school's particular programs. All three librarians were part of the curriculum planning process, either attending all curriculum meetings or liaising with year or subject teams.

The second conclusion we can make is that it is essential for teachers and teacher-librarians to work closely together. This has been said so often that it seems a truism. But it is not the case in all schools. There are still too many teacher-librarians who are custodians rather than curriculum concerned teachers. In these three schools the teacher-librarians were obviously regarded as important members of the teaching team. All of them spent a lot of time outside the library at curriculum and staff meetings, and in informal discussions, and Richard Owen had been away for a day at an Education Department Curriculum Committee which suggests resources and techniques for Social Science programs for years 8-12. All three are active in all school activities, as witness Jude Francisco's membership of the School Council, representing the staff. And in all three schools teachers spent a lot of time in the library with students.

A third conclusion is the importance of evaluation. This is vital in a school based curriculum. The final report to the Schools Commission on the St. Aloysius College project emphasized the importance of reassessment of the school's program. All the librarians confirmed this. Jude Francisco talked of the help she received from the regular assessment by all members of the school staff. Richard Owen talked of changes they had made in the light of experience and mentioned what they had discovered from students' evaluation

of the research skills program. Librarians need to evaluate their programs regularly, to make certain that the library is meeting the needs of the schools educational program. It involves more than a mere stocktaking of materials and facilities. It should try to assess the services to users and the use that is made of the facilities and services in relation to the school's curriculum. Is the resource centre really central or essential to the successful development of the school's educational program? Is the study skills program carefully planned by teachers and teacher-librarians, so that it is integrated into courses of study and helps students to learn independently because they know how to find and use resources? Is the library contributing to the reading program? Does it meet the needs of all individuals and all the various school groups? Does it encourage reading for pleasure? James Liesener's book⁴ is useful to the librarian who is trying conscientiously to find out whether the library program is successful.

Fourthly the school based curriculum implies careful consideration of the needs of that school. All these school librarians paid particular attention to this. At Enfield Jude Francisco was conscious of the needs of migrants, at S.A.C. the special needs of a city school were emphasized. Parents were involved too, as they must be if students' needs are to be clearly understood. The parent groups at Enfield and parent expectations of a Christian school at S.A.C. are cases in point.

And last but not least the success of the library program depends ultimately on the librarian. Of course school based curricula demand facilities and materials to match carefully designed programs. But above all they need good teacher-librarians. The personality and attitude and involvement of the teacher-librarian are absolutely crucial. The three librarians I have cited are dedicated teachers who are really concerned about the needs of the students and teachers and parents in their schools. Their libraries are busy and attractive. A visitor has the feeling that everyone in the school uses the library at some time. It was quite apparent, in discussion with other members of the teaching staff in these schools, that the teacher-librarians were highly regarded and that they were actively involved in all aspects of the schools' programs. School based curricula were heavily dependent on the materials and services provided by these teacher-librarians who played an active role in developing and implementing the teaching and learning programs in their schools.

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THE WAY IN WHICH SCHOOLS DEVELOP THEIR LIBRARIES IN
RELATION TO THE CURRICULUM IN SWEDISH SCHOOLS

Margot Nilson*

In Sweden we have constantly been discussing our school problems through at least the last 40 years. In 1962 all the political parties agreed on a program which aims at one comprehensive educational system up to the matriculation exam. That very year we were ready to start the nine year compulsory part of the new school, what we call "Grundskolan", foundation school. In 1971 the Swedish government presented the new school statutes, concerning the whole school system, both the compulsory and the voluntary part, which we call "gymnasium", the forms 10-12, secondary high.

In these statutes we read that "the director of the municipal school system has to promote the activities at the school libraries and work for supply and use of learning material appropriate to the education." We further read about the principal's task - the words are the same for the compulsory school as for the gymnasium - he has the superintendence of institutions, that is subject departments, libraries and other educational material and he "sees to the appropriate use of them."

In the gymnasium the librarian is usually not teacher trained. On the other hand the subject teachers there are very well informed about the books, journals and other material concerning their special subjects. In their teachers' library they will find journals reviewing new reading material. So the provision of books is done in close co-operation between teachers and librarian. Books of the most current interest are always placed in the subject department, but all of them get into the central catalogues. You must of course know at every moment where you can find the books, wherever in the school building they are placed.

Let me then concentrate on the compulsory school, where we have part time teacher librarians. When we in 1962 started the new compulsory school, we got a new curriculum. This has been slightly altered in an edition of 1969, and we expect a new edition, perhaps I should say, a new curriculum, in the near future. But the educational philosophy presented in the 1962 books is still the same. The aim of education, it says, is developing the individual personality; that means training the intellect, fostering the emotional

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life, giving ethical and esthetical education. Also social education is needed: preparing for family, work, political activities and internationalism. The ways of training go through individualising, concretizing, motivating, activating. Educational work of this model, I quote, is facilitated by good supply of book collections chosen for that purpose.

Let us think for a moment of the teaching ideas, because all of them point at library material. Individualising: not two of the pupils in the classroom are at the same level according to intellectual standard, language maturity, reading ability and interests. So you need a highly varied offer of reading material to suit them all. Concreticising: My sixth class will study Australia. In the textbooks we will find some information, statistics, how big, how many people. Also some names of places, short notes on the animals and on rural work, cattle and sheepstations. Perhaps a few words about living in the scattered areas. It is all very formal and very little exciting for a child of twelve. Not at all concrete. But if we start with Joan Phipson's *Boundary Riders*, we learn to know about a group of youngsters, living in the Australian outback, we follow them on the adventurous tour through the bush, we hear about the flying doctor service and the schools of the air. That is a good beginning, something for our imagination. It gives us a possibility for identification with people of the same age. Then many questions pop up, and we need several books of different kind to find all the answers. Perhaps also the textbooks can then give us interesting information.

We also have the word motivating. Long ago we had the idea that we should train the pupils in using books of reference by giving them haphazard questions and ask for the answer. I remember a printed card for that purpose. It had 2 questions on: 1. When was President Roosevelt born? 2. What do you mean by "bloomer (knickers)"? I have never understood the connection between the two questions. There was none. And no motivation at all for the job. What the curriculum now says is that the work with the school library must be fully integrated in the studies.

What we can do as librarians is helping the teachers to collect the material needed for a special work. We tried to do a bit more in Stockholm in order to facilitate this kind of teaching for those who used to stick to the textbooks and nothing else. In a small group of the best and most interested teachers we worked out a program for a special project. The very first one was the second world war, which we should study in the 8th form. We collected books of fact and fiction, pictures, music. The teachers in the

group worked with the material in their classes to find out what was the most useful and how the studies could go on. Then they presented their program in writing. All the books were tested for their readability and a short summary on the fiction books were added. We were also interested in helping the co-operation between different subjects. History and Swedish language and literature were the central subjects. I remember some of Bert Brecht's poems in German added to the material and also taperecorded. All this material was collected in special boxes and given to the school libraries to be used by the teachers directly. It saved both the librarians and the teachers a lot of work. And it stimulated at least some teachers to "put on an extra piece of coal", as we say.

This was wholly corresponding to the part of the curriculum that dealt with the different subjects. You can go from one subject to another, again and again you will find expressed the need for books other than ordinary textbooks. About the scripture studies for example it said: "At all the three stages the school library gives valuable contribution to the religious instruction." Both facts and fiction should be used frequently.

The Swedish language is naturally the subject that most thoroughly discusses this need of books. For increasing the reading ability, for language studies of stilistic character, for information and experience of human life, for aesthetic values and for pleasure. Fact and fiction. "Reading of ethical and social problems." In that way the pupil can learn to feel responsibility for family and society, and to feel his belonging also to people far away, people of other races, cultures and environment. Again and again you meet with this demand in books - in classroom collections as well as in the school's common library.

We hoped that this nagging at the need for books should help (a) teachers to get away from the textbooks and the idea of other books as just supplementary reading material; (b) the schools to get more money for their libraries; (c) the teacher librarians to understand what they had to choose for their collections.

Now, do we school librarians get any help in finding those books? Sweden is a small nation. 8 million people speak Swedish - about 300,000 Finnish people have Swedish as their mother tongue, too. There will not be published too many books a year to choose among. Around 500-600 titles of fiction for children, part of them only new editions. About 100 factual books. Fortunately we find books of fact, written for grown up people, that we can use

among the youngsters. About half of the books are translated from other languages, mostly English. I should like to see more books translated, books about land and people far away. A Swedish writer, staying on in India for perhaps six weeks is not the best one to write about Indian problems. So many of these books for children become more or less tourist information. On the other side; we get many books translated, books we do not need at all. There is a special group of books that we have to be very critical about. The series of mass produced books from the international market that is overflowing our bookshops, are of very little interest. The theme, the text, the illustrations are often very shallow. They do not give the information you need and want. And now I think of the so called informational books. The illustrations are sometimes not informative at all, just decorations. This is of course, not only a Swedish problem. Those books are spread all over the Western Europe, USA and, may I guess - also in Australia. To facilitate this wide spreading the texts are often very vague. They talk, for example, about the jungle, and do not tell us where on the earth this jungle is to be found. But there is so much of variation: from one continent to another, trees, animals, people. Another example: We got from the mass market a small book on crows and some other birds. There was a picture showing an all black bird. Now, the Swedish crow, is the East European crow, grey in front and back, with black head and wings. Maybe, that somebody at the publishing house, saw the difficulties, but you cannot change a picture. It has to be there. You could say something in the text, and that was not done. These things are of course most confusing for the children. It is not the kind of books that we want to buy for the schools.

So, as school librarians we have to be very careful what we choose. In Norway they have a special way of helping the schools. The state library office has a special advisory committee of eight people, which puts out an annotated booklist every year. They aim at finding books that can be useful for the school, having in mind the curriculum demand. The list has special marking to tell in which class the book would be of help. This list has to be used when a school wants to buy books for money that the state library office provides.

This is not our system. So what do we have? Press information, the daily press is most interested in december month, teacher's journals, which should give more of the educational point of view, a journal that once was called "The School Library" but now is called "Children and Culture." It still is a good journal with some reviewing of children's literature. Many of

the reviewers are teachers.

We also have the Library Service, a business company started by the Swedish Library Association. This Library Service offers all kinds of services for public libraries and school libraries. Above all, they prepare books for library use. Binding, classifying, putting on book pockets with cards for the lending system. Also catalogue cards are produced. This Library Service has a big group of readers, who get the new book already in proof. They read it and write a review of up to 50 words. Now, each book goes to two persons, one is a children's librarian, the other is a teacher librarian or at least a teacher. This person has to criticize the book from both the literary and educational point of view, and also to inform about its use at school. When these two people differ in opinion the book goes on to two persons belonging to a special board for scrutinizing the work. All the reviews are then printed in a booklet and twice a month sent out to all the customers. The pages in the booklet are perforated, so you can take them out and collect them and you send the rest back as an order form. Then you get the ordered books fully prepared for the library use. It is a good help as the teacher librarians should not use their time for technical work. The Library Service also prepares all kinds of booklists, some of them more useful for children's libraries than for schools.

In bigger urban districts we may want to do our own scrutinizing of the books on the market. In Stockholm we had a close cooperation with the children's department of the public library. We had a book reading committee together with five persons from each side. I must say our library friends wanted us to take over the responsibility for books of fact. Also, we wanted to make special lists for the schools, in that we were much more particular in our choice; we had our curriculum to direct us.

In the 1960s we got a very difficult task, when so many people from other parts of Europe come to Sweden for work and also brought their families. Many of them settled down and became Swedish citizens. The children popped up in the schools. They did not understand a word of what was said around them. The teachers did not understand them. It was not easy to bring about the mutual contact that we first of all need in the school situation. We got many of these kids in Stockholm schools, from Italy, Greece, Turkey, Finland and other countries. The educational state authorities started to work out special programs for educating these youngsters, to help them hold on to their own culture and at the same time to make use of the Swedish schooling. But

that was a long time job. What we tried to do from the school library center in Stockholm was to give a first aid. We got together parcels of books in the different languages, textbooks as well as fiction. Sometimes there could be less than ten books in a parcel. But the teacher who got the new pupil could call us at once, and next day he/she had the books. Something to put in the hands of the child to make him a little less unhappy in the new situation. The difficulty in finding books was great. Good help was given by the International Youth Library in Munich. You must have very long experience and practice in this special job. That is why I wanted to say, that we in Sweden can well understand the difficulties involved.

Going back to the book choice, it is the school itself that has the definite responsibility. Our curriculum says that both teachers and pupils should be involved in the choice. And it is very important to get all the teachers interested. If they cooperate in the choice of the library material, they also may want to use the books. On the other hand: if they feel they need a varied collection for their teaching job they must want to take part in this choice. This is often the most difficult part of the school librarian's work: to stimulate and capture the colleagues into the library work. If they succeed in this, there is a possibility for a good collection. And then, perhaps, we will be strong enough to persuade the publishers to print the valuable books, and nothing else.

The Swedish school system is a comprehensive school with the nine year compulsory "Grundskolan" and the three year voluntary Gymnasium, secondary high.

The statutes for the schools demand that the directors and the principals look after the school libraries and see to it that they are used in the education and well provided with suitable literature.

The curriculum in its philosophical part underlines the need for books of different kinds, fact and fiction. The method of instruction should be guided by the ideas of individualizing, concretizing, motivating and activating.

The curriculum for the special subjects asks for books - in the classroom as well as in the school's common library.

It is the school, teachers, students and teacher librarians who should choose the reading material needed.

Help and advice is given by the reviewer in the daily press as well as

in teachers' journals and other papers. The Library Service, built up by the Swedish Library Association, gives all kinds of service, above all books, made ready for library use. LS has a big group of people, who read the new books, each book being scrutinized by a children's librarian and a teacher librarian. These reviews are sent out twice a month to the customers.

Around 600 books for children are published each year. Half of them are translations. Just now the market is overflowed by the international mass-market books, which are often of very little value.

In the bigger cities we can often help the schools in their search for books concerning a special project. Some of the best teachers go together to find all kinds of useful resources, books, pictures, music and so on. With their recommendations the material is collected and sent out to the schools to stimulate the teaching methods wanted.

A very difficult task was given us when in the 1960s so many children with foreign languages came in to our schools. We tried to give a first aid from the school library center in sending out parcels with books in the child's language, to help the teacher at the beginning to do something positive for the new pupils.

"NON-GOVERNMENT SCHOOLS - WHO CONTROLS THEM?"

Ken Jago^{*}

INTRODUCTION

In 1942 I was appointed a Library Prefect in my second last year as a student at North Sydney Boys' High School. In this exalted position I was on duty in the library for two lunch hours per week supervising the re-shelving of books by junior student librarians and keeping the general noise level down to an acceptable level. This is the sum total of my qualifications in school librarianship.

My task, however, is to speak on the topic: "Non-Government Schools - Who Controls Them?" and my lack of library qualifications need not cause alarm. I think I can comment on the question of control in non-government schools in Australia. I have taught in five such schools in N.S.W. and Victoria. I have been Principal of one. I have been a member of council of four and Chairman of two. My three children have attended five different non-government schools. I am Chairman of a small committee responsible for recommending the recurrent and capital funding of non-government schools in Victoria.

BACKGROUND

Before tackling the question "Who Controls Them?" I need to say something very briefly about them.

About 21% of Australian children attend non-government schools. Of these about 70% attend Roman Catholic primary and secondary schools. The remainder attend a wide range of schools: some have existed for 100 years: others are very new. Some are related to a particular Church: others are not. Some have enrolments of 1,500 or more: others as few as 5 pupils. Some provide boarding facilities: the great majority take only day students. Some are very conservative in curriculum and life-style: others very progressive.

The registration of non-government schools is provided for in each state by a Board responsible to the State Minister for Education. Only a registered school which is also a non-profit making organization can receive State and Commonwealth financial assistance. There is no time to describe the relationship between private and public funding of non-government schools in Australia except to say that non-government schools receive

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graded levels of assistance based on assessed need. Apart from their initial registration they are in no sense accountable to, or controlled by, any public body.

DEFINITION

Let me now turn to the question: "Non-Government Schools - Who Controls Them?".

The word "control" has many implications: political, financial, administrative, philosophical and professional. For the purposes of this Conference I take the question to mean: Who has the most effective power in determining the conditions for teaching and learning in non-government schools?

ILLUSTRATION

There is no simple answer, and I must give you four illustrations to make the point clear. Each is a mythical but typical school.

1. St. Mary's is a Catholic primary school of 700 children situated in a Parish in a new housing development suburb. The school's legal authority is the parish priest. There is a lay Principal appointed by the Priest and a Parish Education Board which is made up of parents, some teachers, the Principal and the Priest. The Diocesan Catholic Education Authority determines the number of staff the school should have, the level of Commonwealth financial grant, and the minimum fees the school should charge. The Parish is responsible for providing and maintaining buildings and equipment. The question of who controls the school depends upon the personalities and values of the Parish Priest and the Principal and the way they interact with each other and with the Parish Education Board. At the very best, Priest, Principal and Board work together recognizing each others' functions and responsibilities, and provide an excellent example of educational democracy in action at the local level supported by centralized planning, funding and specialist services.

At the very worst, either the Parish Priest or the Principal dominates the other, ignores the School Board and establishes an autocratic regime. If it is the Principal, the situation can be corrected by not renewing her contract. If it is the Parish Priest the situation is not remedied so easily.

2. St. Patrick's is a co-educational, regional, Catholic secondary school of 900 students drawing its pupils from seven adjoining Catholic parishes. The legal school authority is the School Board made up of the seven parish priests, the Principal, parent and teacher representatives. The Catholic

Education Authority determines the level of Commonwealth grant, the Board appoints the Principal and determines educational and financial policy, while the Principal appoints the staff (subject to Board approval) and administers the day-to-day running of the school.

The control of the school is the joint responsibility of the Board and the Principal. The extent to which this functions smoothly again depends on the personalities of those concerned. This type of structure does attempt to allow clergy, principal, teachers and parents to contribute their particular interests and expertise to the development of the school, supported by the planning and specialist services provided by the Catholic Education Authority.

3. The Brentwood Grammar School is situated in a well established suburban area. It has 950 boys and provides both primary and secondary education. It has functioned for 53 years and has strong historical links with the Church of England. The legal school authority is the School Company which any interested person may join by paying \$5.00. The Company elects a School Council of 12 members at its Annual General Meeting to conduct the affairs of the school. The Council elects its own Chairman and other office bearers. The constitution of the Company sets out the categories of representation on the Council among which are one parent representative two old boy representatives but no teacher representative. The Council appoints the Principal and lays down financial policy. The Principal determines educational policy (subject to Council approval where major changes are envisaged), appoints staff and determines the distribution of financial resources throughout the school

The control of the school (in the sense in which I have defined it) rests with the Principal subject to the ongoing approval of the School Council. Whether or not the Principal involves parents and staff in decision-making is for him to choose. There is no external body or authority to which the school is accountable except of course the parents who choose to send their boys to the school, and who may remove them if dissatisfied.

4. The Illawarra Community School is situated in a large country town and has 28 primary pupils, boys and girls. The school functions in a house which has been leased for that purpose with local Council approval. The school was commenced in 1975 by two sets of parents who wanted to be directly involved in the day-to-day education of their children.

The legal authority is the School Association made up of the 23 parents of the enrolled children. The teacher is also a parent, and is assisted by

all other parents on a rostered system. All financial and educational decisions are made by the Association. The professional teacher is not regarded as the Principal. The control of the school rests with the Association. Such schools are in fact known as "parent owned and controlled schools", and they are steadily growing in number particularly in Victoria.

OBSERVATIONS

These four brief examples illustrate the range of non-government schools in Australia. The patterns of control differ quite markedly and are directly related to the historical, religious and educational assumptions on which the school was founded.

Their existence does provide parents with the right to choose which school their children will attend provided they can meet the religious requirement in the case of Catholic schools and the financial requirement in the case of non-Catholic schools. In this sense, they can control the education of their children. They usually have good access to Principal and staff to discuss their children's progress. In some schools they actively participate in decision-making and classroom activities.

Their existence also provides teachers with the right to choose the type of school in which to exercise their profession. They can deal directly with the Principal and their colleagues in sorting out relative priorities and responsibilities without reference to the conditions laid down by a Teachers' Union. In this sense, they also share in the control of the school.

Their existence also provides students with the opportunity to exercise influence through their parents on what happens to them day by day. In addition, some secondary schools have well functioning student Representative Councils which may have direct access to curriculum committees and sometimes to the School Council. In this sense they may also share in the control of the school.

In terms of control all non-government schools have one thing in common: it is locally based. Provided the administration is effective this does have certain advantages which are more difficult to achieve in government schools.

1. Decision-making about the quantity and deployment of staff and resources throughout the school can be made more quickly and efficiently.
2. Due to the greater stability of staff (i.e. less turn-over from year to year) more effective forward planning is possible.

3. For the same reason, change strategies can be developed, implemented and evaluated. This means that the life of the school can be more dynamic rather than static.
4. New buildings can be planned by those who will use them and often erected at a significantly lesser cost than government schools.
1. Schools which are not associated with a system such as the Catholic, as State do not have the benefit of an over-all planning function. The development of new non-systemic schools can therefore be haphazard and not related to existing educational facilities.
2. Such non-systemic schools do not usually have the same level of support services available to them such as curriculum consultants, diagnostic and remedial services.
3. They also find it more difficult to participate in in-service activities during school hours which require the provision of replacement teachers.

CONCLUSION

May I conclude by posing two questions which you may like to discuss later in the day.

The schools Commission publication entitled "Books and Beyond" published February, 1977 defines a school library as follows:

"The school library is a resource services facility and provides materials and staff to meet the educational, cultural and recreational needs of students, teachers and other members of the school community through a multi-media and multi-sensory approach". (P. 3.).

As I visit schools, both government and non-government, I find at least two problems in relation to secondary school libraries which appear to be very common.

1. Many school librarians do not receive adequate information and feedback on how the library can best function as a resource services facility.
2. Many teachers seem to be unaware of the range of services available from the library and do not make proper use of the facility themselves or encourage their students to do likewise.

My two questions, therefore, are these:

1. What sort of structure or organization can produce effective co-operative planning and use of the library in a secondary school?
2. What are the basic causes of teacher apathy towards library services, and how may these be overcome?

THE SCHOOLS AND WHO CONTROLS THEM

Margaret Wiltshire*

When I conducted an informal survey, amongst people I know, about who controlled the schools in Australia, I received a wide variety of totally unhelpful replies, ranging from "I don't have a clue" to "That's a very interesting question".

It is a very interesting question and not only is it very complex, but it also intrudes into taboo areas of discussion; sex, religion and politics. Sex can be dismissed fairly briefly with the statement that who ever or what ever controls schools it will be male, a strange situation when what it is all about is the education of children and the people actually entrusted with the task, in the home and in the school, particularly in the vital early years, are substantially female. But that is another topic on its own.

Religion, or church establishments, control the schools attended by 21% of Australian children, but as my experience and concern is about children in Government schools, and particularly in Victoria, I will keep outside the fences of the private schools.

When the Ministers of Education, Federally and in the States, are all politicians, politics is obviously inextricably woven through the whole structure of education.

However, rather than become involved in the issues of who and what influences the Ministers, let us assume that from Federal and State level, lines of control and responsibility flow downwards from the Ministers to the local school level.

Federally, the Minister of Education has given his blessing to community participation in the following statement: (13.4.1978)

"Our objectives for Australian school children include the widening of education opportunity with discrimination in favour of the disadvantaged groups; maintaining and pursuing educational quality and excellence; and encouraging choice and diversity in schooling.

We aim to achieve these objectives through a continuing commitment to adequate funding of both government and non-government schools. We seek also the provision of reasonable capital facilities to an approved standard and the promotion of community participation and increased autonomy for the

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school community."

Parent organizations are most concerned at maintaining a national commitment to education and particularly to the funding of Government schools.

I.K.F. Birch from the University of W.A., says:

"Developments since 1942 have led to a situation where, since education has become a sizeable proportion of each state's expenditure, the federal government has become very important as an education financier."

Other parents and teachers who have been active in schools for some years will recall the frustration of the days when education was funded solely by the States, so that in response to letters from parents complaining about conditions in schools, the State Minister was able to claim that he had no funds and the Federal Minister was able to reply that he had no responsibility for education. A typical reply from R. J. Hamer, Minister for Local Government in 1971, states:

"I think we are all well aware that there is very much more to be done, and you are probably aware too that the financial resources of the State are at full stretch, and in fact we are running in the red.....

What is urgently required is an injection of finance from the only source which has the means to provide it namely, the Commonwealth, and I propose to bend every effort I can to see that it is forthcoming."

We really had some bad old days in our schools and, strangely enough, when there was a serious shortage of teachers, there was reputedly an "open cheque" to pay for their services. Now, when we have sufficient trained teachers, the "open cheque" has been stamped "Cancelled."

Certainly, our schools are much better staffed and equipped than they were when my older children were in Secondary schools, but parents view with apprehension the statement of our Federal Minister of Education, Senator Garrick, that the States have a substantially improved capacity to fund Government schools, as the States do not appear to concur with this picture of their finances.

The Australian Schools Commission, established in 1973, has provided a national overview of educational objectives and a clear commitment to local school-based decision making.

The Interim Committee Report in 1973 stated:

"2.4. The Committee favours less rather than more centralized control

over the operation of schools. Responsibility should be devolved as far as possible upon the people involved in the actual task of schooling, in consultation with the parents of the pupils whom they teach and, at senior levels, with the students themselves. Its belief in this grass-roots approach to the control of the schools reflects a conviction that responsibility will be most effectively discharged where the people entrusted with making decisions are also the people responsible for carrying them out, with an obligation to justify them, and in a position to profit from their experience."

Parent representatives are included in all levels of educational administration from the Schools Commission down to the local school but we are very wary of tokenism and the lip-service approach to what is seen by some short sighted professionals as a "passing phase" in education. There is some traditional fear and suspicion which unfortunately still inhibits the co-operation of parents and the "professionals" in some areas. According to some teachers' published views, I am one of the intelligent articulate majority of parents who, for what are obviously highly suspect motives, are attempting to take over the schools.

Any teacher who finds that a terrifying prospect may rest assured that I would be even more terrified if that were true, as I have spent many years of my life working on the principle that local school communities are able to work in harmony in the interests of the children. I do not want my children raised on a battleground or used as pawns in some one's power struggles. I want my children to see that I am part of a community that cares for them so that they will grow to become caring adults in their turn.

On the other hand, I am not anxious to be labelled a member of an unintelligent, silent majority of parents without motivation to be involved in our schools. I am sorry if I am unable to convince my neighbours that they have a right and responsibility to see that the school is playing its proper part in developing the potential of our children, but I refuse to be deterred from my concern and my involvement because some other parents exercise a different choice.

My first involvement with my children's education beyond the home was at kindergarten level when my eldest child was enrolled. At the first meeting of parents no-one was prepared to accept the position of Secretary until finally I was lucky enough to be asked, although I was a stranger to the other parents. Lucky, I feel, because that Kindergarten was operated by a committee of parents with full financial and administrative control with

hiring and firing and job specification rights regarding the staff. It was a marvellous learning experience for me and probably gave me a feeling of competence when I later joined the Primary School Committee where the responsibility was a great deal less, even though I was Treasurer for some years. I did all the typing for the Headmaster before primary schools had any clerical assistance and arranged the school picnic which involved teachers and families.

At State level, the Victorian Education Department and the Department of Youth, Sport and Recreation promote the value of community involvement in schools and the recent changes in the School Councils Act and Regulations were introduced by the Minister of Education in 1975 following consultative group meetings which included representatives of Principals, teachers and parents. For the first time, teachers were enabled to serve as Council members at the schools at which they taught if this was the wish of the school community. In order that schools which desire to do so may change the composition of their school Council the consultative process is taking place again and schools will soon be asked to review the operation of their current Councils. The Department has allowed schools to develop the Council structure they saw as most relevant to local needs and in most cases Councils seem to be working effectively.

A project funded by the Australian Schools Commission and the Victorian Education Department is examining ways in which Councils can be given responsibilities for increased local management of finances and, again, parents are represented on the Project Committee. Other Committees with parent members are examining areas of school-based decision making and curriculum development. The Victorian In Service Education Committee disperses funds from the Australian Schools Commission and makes provision for parent participation in In Service programmes as well as parent initiated programmes. Increasing the involvement of migrant parents in the education of their children is an urgent need in Australia's multi-cultural society and efforts are being made on many levels to improve this situation - very belated efforts I am ashamed to report.

I am currently serving on the School Council of my local High School, where I am an "old-timer" as I was part of the decision makers in 1976, when we opted for a Council of 5 elected parents, 5 elected teachers, 2 elected members of the Ladies' Auxiliary, 3 elected students, the Principal, ex-officio non-voting and up to 7 co-opted members. As we had several very hard working members of the old Advisory Council whose competence and interest were well known to us, the Committee Programme Director, the Principal of the Evening Classes, and a Local Council man who was also a parent at the

school, the co-opted positions were quickly filled. In contrast to the old Advisory Council, the interest of the members is such that the attendance is very good. We had local council representatives on the former Council who rarely attended and we felt their membership was for their own ends and not for the service of the children.

I believe that a slightly smaller council could perhaps function more effectively, but on the other hand, everyone seems to work well and have a role to play. The students are still something of an unknown quantity as their inexperience and unfamiliarity with meeting procedures makes them reluctant to participate in debate unless they are specifically invited. However, when they do comment on an issue, they speak very forthrightly and add a valuable perspective to the Council's deliberations. The Victorian Council of School Organizations has already held a seminar for student members of Councils to increase their effectiveness and students seemed keen for this assistance.

Over the preceding three or four years, the school community had been made aware of the need to establish the educational objectives of the school and the principal had distributed vast quantities of written material on educational philosophy and questionnaires to ascertain the views of parents, staff and students. Collation of the responses seemed to point the way to the development of a fairly traditional, academically based school programme with the ultimate goal of tertiary entrance or a "good job". We had been contemplating the replacement of the Higher School Certificate with a 6th year School Certificate but that was not in line with the wishes of the majority of parents. The Victorian Institute of Secondary Education has now taken over the responsibility of determining what should replace the Higher School Certificate examination at the end of Year 12, and the school community will have a role to play.

In 1976, parent representatives at our school were, for the first time, invited to participate in the discussion of curriculum development. This was a new area of involvement and clearly parents require some in-service training in order to make a greater contribution. I must make it clear that, although we see curriculum development as an area in which parents may legitimately and properly be represented, we are appreciative that the methods by which this curriculum is taught are within the teachers' professional role, which we do not seek to usurp.

Establishment of educational objectives and development of curriculum

seem to be necessary preliminary steps before the task of preparing the school budget can be undertaken. Priorities must be established and the claims of various Departments carefully weighed. On our Council, the initial work is carried out by the Finance Sub-Committee convened by the Treasurer. We have a number of sub-committees each with membership of teachers, parents and students and the recommendations of each sub-committee are then considered by the Council as a whole. It is a good opportunity for members to seek greater involvement in their areas of greatest interest.

These, very sketchily, are the guidelines by which our Council operates and each member has a valuable contribution to make. We treat each other with friendliness and respect and when we disagree we do so on the basis that once full debate has taken place and the voting is over the issue has been resolved.

R. A. Reed, former Victorian Director of Secondary Education wrote his paper on the purpose of education some years ago but I find it still very relevant. He wrote: "Of all the institutions of modern society the two which are most strongly placed to perform the task of education are the home and the school. Between them and working in co-operation they can carry out the task almost to completion. Two approaches are possible. We may catalogue all the factors which contribute to the educational process and divide them into two lots, saying to the home 'These are your responsibility; attend to them', and to the school 'These are yours,' and leave each to its own devices, which is very much what we do at present. Or we can bring home and school together to examine education as a single process and work co-operatively towards its completion. There would still be areas of primary responsibility for each but neither would shirk an issue; and each would be working with the full knowledge, support and co-operation of the other. If we really believe in education as a vital process, as the statement of its purpose reveals it to be, there is no reason when the latter alternative should not be adopted universally; but if the school regards parents as outsiders and restricts them to the financial fringes of the education process, or if the home encourages indifference or antagonism to the work of the school, the accomplishment of the task is rendered difficult or even impossible."

If we acknowledged, as parents and teachers, that we all have the same goal - the most effective use of human and financial resources for the educational welfare of our children then we are able to overcome our differences with goodwill, co-operation and mutual respect. Developing good relationships at the local school level are the vital first steps.

"WHO CONTROLS THE SCHOOLS?"

Robin Chapman

Some implications for school librarians.

CONTROL v CO-OPERATION

1. Rather than ask the question "Who controls the schools?", concern could be directed at - "Who is responsible for identifying resources, organizing programs and establishing priorities?" (Schools are not autonomous, will not be autonomous - but are becoming more autonomous).

LIBRARY DESIGN

2. In Victoria, the School Council is regarded as the client, the formal agent of the school in matters concerning the modification of existing facilities or the construction of new buildings (provided that costs are within allocated finance). Librarians will need to recognize this authority and be prepared to play a part in seeing that the library is placed appropriately within the framework of school developmental plans.

JOINT-FUNDING AND SHARED USE

3. Where local government and other community agencies are prepared to participate in joint-funding of libraries, what implications are there for:
 - staff selection and management?
 - recurrent expenditure?
 - community access?

SETTING PRIORITIES

4. School Councils in Victoria establish priorities and are accountable for funds. An implication for the school librarian is that priorities for expenditure in the library will have to be established by the Council with full understanding of the role of the library in the curriculum. The Council can only do this on the basis of objective assessment and analysis.

RECOGNITION OF INVOLVEMENT

5. Provisions for wider involvement in school governance give formal recognition to processes which previously occurred informally. Some functions which are the responsibility of the school require co-operation between the school and parents - this co-operation does not always occur.

Who should say what a school is meant to be all about? The answer is no longer just the principal or just the principal and staff.

ADAPTATION TO CHANGE

6. School librarians can reassess the school situation in 1978 in order to:

- . be aware of the contributions, and difficulties of participation in school decision-making;
- . be enthusiastic about the potential for change;
- . work co-operatively with other groups;
- . recognize the legitimacy of interest groups and accept the existence of other points of view; and
- . recognize the need to prepare for the school and School Council a well argued overall plan.

Such a contribution will assist in adapting a school system to be in tune with the 1980s rather than the distant past.

SCHOOLS: WHO CONTROLS THEM
IMPLICATIONS FOR SCHOOL LIBRARIES

J. O. Fadero*

During the 1977 IASL Conference held at Ibadan, Nigeria, members of IASL and other participants were able to learn the historical background of educational development throughout the country. The development of all types of libraries was comprehensively treated in Mr. Nwoye's paper.¹ I would therefore simply devote this paper to the question of who controls our schools and the implications of control for school libraries.

BEFORE 1976

Until 1976, establishment of schools was a matter of who could afford the cost. The Government, religious bodies and individuals could establish primary and secondary schools while Governments were left to establish higher institutions for obvious reasons, namely, finance, location and staffing. As a result primary and secondary schools were then classified as Government and Voluntary Agency Schools.

Government schools consisted of: (a) Federal Government Schools
(b) State Government Schools

The Voluntary Agency Schools were:

- (a) Mission schools which were established by religious organizations, the majority of which belong to different Christian denominations such as Catholic, Anglican (C.M.S.), Baptist, Methodist, etc. There were a few Muslim schools owned by either the Ansar-Udeen or Ahmadiyya groups.
- (b) Local Authority or Community schools which were established by local inhabitants.
- (c) Private schools which were founded by individuals few of whom could be regarded as philanthropists while the majority were commercial entrepreneurs.

BETWEEN 1976 and 1978

Since 1976 control of schools has changed. The introduction of UPE (Universal Primary Education) necessitated maximum use of all existing

¹IASL Annual Conference Proceedings....1977.

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facilities to meet the resultant pupil population explosion which followed. The only way for Government to ensure that no UPE child would be rejected in any available school near the child's abode was for the Government to take over control of primary schools.

Consequently primary schools with the exception of a very few fee-paying ones and Teacher Training Colleges were taken over by the Government. In urban areas some Nursery-cum-primary schools were established by either individuals or foreign organizations e.g. American International School, University Staff schools at Ibadan, Lagos, etc. These are fee paying schools and the Government does not interfere with their operation so long as they act within the provisions of the Education Law in the State where such schools are situated. Apart from the few fee-paying schools, all primary schools are now free as they are maintained by the Government. It has however recently been proposed that primary schools are to be transferred to Local Government Councils. In Lagos State for example, the formal transfer of its primary schools to Local Government Councils has taken place with effect from July 1st, 1978.

With regards to post-primary institutions, several causes both remote and immediate also led to the formal take-over of the secondary schools in 1977.

SCHOOL FINANCES

Before discussing the actual implications of school control for school libraries here in Nigeria, it would be useful to touch the matter of educational finances.

Prior to the take-over of schools the financing of schools was either wholly by Government, Proprietors or a combination of both. Government schools therefore had the unique position of receiving better finances than the other types of schools. Most of the voluntary agency schools were self supporting and therefore had to be run as commercial ventures. The main source of funds of these voluntary agency schools was through fees paid by students. The private proprietors, especially in the case of individual persons, would not want to dig into their pockets to support their schools. Other sources of finance were usually from Government subsidy to certain categories of schools usually referred to as Approved grant-aided Schools. In some cases fund could be generated from gifts from either Old Students Association or from Parents-Teachers Association of each school.

Occasionally, schools may launch fund raising activities in aid of their development. However, by and large, all schools depended on fees paid by students. School fees therefore varied from school to school. Fees became so varied and prohibitive throughout different parts of the country that in response to public outcry, State Governments had to step in and take some controlling measures by enacting laws to regulate fees. Consequently in Lagos State for example, the approved fees specifically included two naira (N2.00) library fee per student per annum. The implication of this for school libraries would be seen later.

With the take over of these schools since 1977, fees have become further regulated by deleting sundry items such as library fees from the list of approved fees. Moreover, all fees payable to schools became payable to Government and they are therefore to be paid direct into Government revenue accounts with banks. Principals could not expend such fees at will except with approval of the Government. This of course means that each Principal must operate within Government financial rules which of course included drawing up annual estimates, supporting every expenditure with payment vouchers and keeping records for Government auditing any time. The implications of these measures for school libraries would be examined in the course of this paper.

SCHOOL LIBRARY PERSONNEL

The importance of trained personnel (teacher/librarians) in schools cannot be over emphasized. To complete the background picture I would consider the staffing situation in our schools before addressing my mind to the main topic of this paper, "Who controls" our schools has important effect on staffing since financial resources of each school remain pertinent to staffing.

Government schools both before and after the take over exercise have always enjoyed better staffing not only in quantity but in quality.

Missionary schools especially Catholic schools also had good numbers of trained and experienced teachers with good reading habits and a taste for library facilities. This is of course due to the fact that both Africans and overseas teachers were usually appointed.

The private (individual-proprietor) schools, being mostly commercial ventures could not afford the cost of recruiting qualified teachers (whether locally or overseas) comparable to those in Government and Missionary schools. Majority of their teachers were therefore not library-conscious and the implication for school libraries is obvious.

WHAT ARE THE IMPLICATIONS FOR SCHOOL LIBRARIES?

From the foregoing, it can be seen that the state of any school library would depend on the interest of teachers, the proprietor and availability of funds.

With regards to Government schools, libraries were accepted as necessary tools for learning and teaching. Consequently, funds were usually provided to some extent for library development in Government schools. How much was actually provided at any time depended largely on Government response to educational programmes and of course the interest and perhaps the influence of a Principal in getting his Estimates approved annually.

Government schools were model schools for Voluntary Agency schools to emulate. Therefore a high standard must be maintained. Hence libraries features as part of set facilities that schools must have.

Library consciousness and reading habits of teachers in these Government schools due to their training and childhood background often generate support for the library within school environment. Teachers in Government schools were a mixture of Africans and expatriates (Europeans, Americans, etc.) just as in the case of Missionary schools and therefore had experience in the use of libraries.

In Government schools therefore students were opportuned to use libraries in the course of their education either at primary or secondary level.

The situation has not changed even with the take over of other schools. The old government schools have been so well established that government still has to continue maintaining them to retain their uniformity of standard.

Voluntary agency schools were more plagued with financial problems before their take over in 1976 than was the case with Government schools. The result was that they could not afford the luxuries of government schools. Library facilities were among the so-called luxuries.

The Mission schools were however a little better off than the individual-proprietor owned schools. Some of the Missionary teachers were supported by their religious organizations and they came in to propagate their religious belief. Secondly, because of their childhood background and overseas experience many of them had developed a taste for library facilities. The implication was that they were in the habit of promoting library development in their schools. Through their activities Mission schools maintained contact with overseas religious groups who could send them religious literature and story

books for additions to their school library collections. Hence we now find that many of the older Mission schools have libraries with unbalanced collections.

On the side of one-man-owner of schools, libraries were generally neglected or completely left out of consideration. In a few cases, however, conscious efforts were made to provide libraries in some of them from donations and library fees collected. It is necessary to stress here that fees collected were not constant and therefore unreliable for budgeting purposes.

One significant point to add here is that with the one-man-owner of schools, interest of the owner and his co-operation with the Principal were paramount factors affecting library provision in the school. He was the sole authority and he could spend the fees the way he liked. The library could either be lucky or unlucky in his thought and desires.

This point has been made to show effect of take over on schools and their libraries. Since the take-over, each school Principal has become bound to spend all approved votes exclusively for purposes for which the votes were approved. He could not divert library funds for feeding students as was the case before take over. Principals could not levy arbitrary fees for library development but he is free to make proposals in his annual estimate (budget) which may be approved or rejected.

During the 1976/77 financial year, for example, financial provision for some schools in Lagos State were as follows:

1. Epe Grammar School	₦2000
2. Ikeja Grammar School	₦2000
3. Govt. Teacher Trg. College, Badagry	₦4000
4. Govt. T.T. College, Igbogbo	₦4000
5. Govt. College, Agege	₦1000

The amount provided in each case did not include salaries of library personnel for the schools listed above.

INDONESIAN SCHOOL LIBRARIES

Soemarno Hs*

A. Introduction

Indonesia with its extensive area and its density of population should have organized libraries. The government intends to devote more of its resources to develop a national library system during the Second Five - Year Development Plan covering 1974 - 1979.

According to latest information there are 76,927 schools in Indonesia by 1974. It consists of 66,578 primary schools and 10,349 secondary schools. The elementary school consists of six grades and six form for high school; that is 3 years Junior High School and 3 years Senior High School.

The Centre for Library Development is a body institution under the Department of Education and Culture which has a task to develop libraries in Indonesia. The body consists of a Secretariat, State and Public Library Division, a National Bibliography Centre, Archive and documentation Division, Special Division, and School Library Division. School Library Division concerned with the encouragement, establishment and development of school libraries all over the country.

In carrying out the task, the School Library Division has secured a planning for:

1. a short term plan for emergency assistance in each province; and
2. a long term plan for systematic development of a nation wide system of school libraries.

The situation of existing school libraries is far from satisfying. The exact number of the school libraries in Indonesia is not known with certainty. Based on a survey result conducted by the Centre for Library Development in 1972 to small number of schools, the average collection is one book for each pupil. But the condition has greatly changed since then (1972).

In general situation of school libraries in Indonesia can be described as follows:-

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B. Situation of School Libraries

1. Physical facilities:

There are very few elementary schools that have the library provision for their children. Most haven't proper library facilities due to lack of space. The elementary school libraries are usually housed in along the corridor, in part of the school office, in the store room, at the corner of a classroom (it's called reading corner or science corner), and sometimes in the back of classrooms.

In comparison, the situation in the high schools is much better than primary schools. Most of them have libraries, particularly the government schools. The space in their libraries varies; most have + 42 - 56 m² (a classroom), some have more and some have less. The type forms of the libraries usually are classroom, space/room as a part of the school's hall, corridors, and storeroom. New high schools usually have libraries which are specially designed.

2. Staffing:

As has been mentioned before that the total number of primary and secondary schools all over the country is about 92,000 schools. They should have libraries. It means that about 92,000 teacher librarians must be appointed to take charge of the school libraries.

Most of the teacher librarians in the primary school are without any library training. A small number have been trained in a short time course - two-three or four weeks course.

The teacher librarians in secondary schools mostly have been trained, especially Senior High School teacher librarians. They usually had short training too as primary school teacher librarians. But in some provinces, i.e. Special District of Jakarta, West Java, Central Java and Jogjakarta, some of Senior High School teacher librarians have been trained for three or six months.

3. Collections:

Before 1973 the great majority of the primary schools have no collections at all even where they exist. They are mainly sets of text books and a very small amount of supplementary reading; but since the financial year of 1973 - 1974 the Government, in this case the

Department of Education and Culture, has delivered 100 titles (three copies each title) for each primary school each year. Most of them are fiction, a few are science fiction and applied sciences. These books can be used as the foundation of their collections. Some of the primary schools added to the foundation through their own efforts.

Just an example, the secondary school library collection can be illustrated by the diagram below:

Short survey in some provinces

<u>Provinces</u>	<u>Type of School</u>	<u>Having lib</u>	500	<u>The average collection</u>			<u>Year</u>
		... % of all schools		500-1000	1000-2000	2000	
Maluku	S.M.P.	91	v	.	.	.	1972
	SMEA/SMEP	75	v	.	.	.	
	ST/STM	
	SMA	66	.	v	.	.	
	SPG	100	.	.	.	v	
East Java	SMP. Negeri	90	.	v	.	.	1975
	SMEA. Negeri	90	.	v	.	.	
	STM. Negeri	86	v	.	.	.	
	SMA. Negeri	95	.	.	v	.	
	SPG	100	.	.	.	v	
Riau	SMP. Negeri	70	v	.	.	.	1976
	SMEA	87	.	.	v	.	
	SMA	100	.	.	v	.	

Notes:

S.M.P. = Junior General High School
 SMP. Negeri = Government Junior High School
 S.M.A. = Senior General High School
 SMA. Negeri = Government Senior High School
 SMEA/SMEP = Economic High School
 ST/STM = Technology High School
 S.P.G. = Teachers' Training

Mostly the General/Academic High School libraries collection is better than the Vocational High School except Teachers' Training (SPG).

So far the collection of school libraries is mainly printed materials, although some audio visual materials, such as slides, slide projectors, tape recorders or cassette players have been acquired in some schools,

particularly in Senior High Schools in big cities.

Since 1974 - 1975 financial year, the Department of Education and Culture has presented 300 books to each secondary school as nucleus of a library or as an addition to the collection.

Parents' Association is usually involved with the school activities. The Association may assist school libraries, as long as it doesn't conflict with the Educational Development Contribution Regulation.

4. Finance:

There is relatively small amount of special budget from the Government for the school libraries. Hence part of the schools have to rely on their own means of raising money for their libraries.

A very small number of the primary schools collect money for the library. They collect especially from the book fee. In many cities some primary schools collect a library deposit.

The library deposit and book fee of the secondary schools is usually greater than that of the primary schools. Especially in big cities some high schools even collect a special budget for the libraries. It varies from Rp. 500 to Rp. 1,000 per year. (Its equal \$1.15 - \$2.30). The average book cost is Rp. 750, - in 1977.

The government provides Rp. 10,000 to Rp. 15,000 to each high school per year for books. But mostly the headmaster uses the budget for buying textbooks.

Since the financial year 1976 the government - in this the Department of Education and Culture - had issued a regulation concerning collecting money from the pupils, called the Educational Development Contribution. The schools are not allowed to collect money from the students whatever the reasons, except the Educational Development Contribution and it must be collected by the Parents Association. Some of high schools use part of the money for the library needs.

5. Use of the library:

Most of the schools use the libraries for extracurricular activities; but some of them place libraries as a tool of teaching, although they

don't have library periods on their time table. The majority of the school libraries open during the recess time or after school hours. In most cases these periods are used for borrowing and returning books, browsing or silent reading.

Some senior high schools have integrated the curriculum activities into the libraries, particularly the subjects of languages, history geography and other subjects of social studies. In this case the teacher of the subject co-operates with the teacher librarian.

II. SCHOOL LIBRARIES PROVISIONS

The Indonesian government is aware of the contribution which well-organized library services offer. Therefore the government placed emphasis in its Five Year Development Plan on the development of various types of library services, including the school libraries.

Due to lack of textbooks, the first priority in recent years - since this first Five Year Development Plan (1969) - has been to finance the production of textbooks. This has been accomplished by the Government in conjunction with UNICEF and the Canadian Government. By the end of 1974, sixty-three million textbooks had been delivered to primary schools. A World Bank proposal calls for the production of a further 138 million textbooks by 1980, enabling each primary school pupil to possess one book in each of the four subjects, that is: Bahasa Indonesia (Indonesia Language), Social Studies, Mathematics and Science.

Secondary Schools have also suffered from lack of textbooks and that is why the first priority is to finance the production of textbooks too.

The Library Project had been placed in the Five Year Development Plan since the first year of the Second Five Year Development Plan, i.e. the financial year of 1974-1975. Since then the Government has allocated a special budget for school libraries.

In 1974-1975 financial year the Government, in this case the Department of Education and Culture, granted a billion rupiahs to supply 100 different suitable titles to each of the primary schools all over the country. In the same year - as mentioned before - the

Department of Education and Culture delivered 300 books to each of the secondary schools.

One important thing in the development of school libraries in Indonesia in the recent years was every newly built school was mostly provided with a library room, fitted up with furniture and equipment. For the primary schools the library is usually just slightly larger than a classroom. But for the secondary schools, particularly for the senior high school, the area of the library room is usually more than a hundred square metres.

III. THE BUILDING OF SCHOOL LIBRARIES

The situation and provisions of school libraries has been mentioned. To complete the information it is necessary to present the building of school libraries in general.

The School Library Division of the Centre for Library Development, the Department of Education and Culture has been appointed by the Government to take charge of the school libraries services. To carry out its task successfully, the policy of the School Library Division has been determined and some activities have been undertaken.

1. Library Schools and Teacher Librarian Course

The development of school libraries in part depends on the availability of educated and trained teacher librarians. At present there are only two library schools, these are at the Universitas Indonesia (Indonesia University) and Institut Keguruan dan Ilmu Pendidikan (IKIP) Bandung (Bandung Institute of Teacher Training and Educational Science). In spite of all efforts the Library School at the Indonesia University has graduated only about 60 librarians in five years; and the Library School at Bandung Institute of Teacher Training and Educational Science has not graduated any librarians yet because it was founded early in the academic year of 1976 (may be has graduated now). In both library schools it takes two years to study librarianship at the master's degree level.

Jogyakarta Institute of Teacher Training and Educational Science conducts the course on school librarianship for three months since 1976, and Gajah Mada University (Jogyakarta) conducts six months course on

librarianship. Some of the participants courses are for teacher-librarians.

Nowadays not all school libraries need qualified teacher librarians, because most of them are in the initial stages. For the time being/ temporarily the school libraries can be served by teacher librarians with various lengths of training.

For the reasons mentioned above, the School Library Division has determined on a policy of short training for teachers who are in charge of the school libraries.

A series of in service training has been organized since 1972. These are in co-operation with the Provincial Educational Authorities and State or Public Libraries with the help of the key librarians in each area (province). Some times the courses are arranged by the Headmaster's High School Association (BKSLP/A).

In 1975 a 'master course' for teacher librarians from all over the country (Indonesia) was held for a month. Two conditions were required of all participants: that the teacher's province (as a participant) would enable the successful candidate to hold a similar course using books and notes provided in the master course and that the province would give the successful teacher a recurring budget to practice what he or she had learned.

The Centre for Library Development plans that all participants of the 'master course' would be able to get an opportunity to study in a country which has developed libraries; i.e. Australia, U.S.A. and Great Britain or others.

The main aim of the course is to introduce the participants to the concept of a school library. Lectures were also given in organization, administration, principle of book selection, reading interest, children's literature, simple referencing, introduction to cataloguing and classification, and practical work. Visits and discussions also took place. The idea is to give them some basic understanding and the necessary skill to be able to run a small school library.

It should be noted that these courses are only preliminary, and will be followed by other courses until the participants become fully

qualified teacher librarians.

In addition briefings are given to the headmasters of high schools and primary school supervisors. The purpose is to introduce them to the idea of a school library. Briefing are very important because headmasters hold the key to the successful running of school libraries.

2. Publications:

It is recognized that teacher librarians who have been trained need information continually on the school librarianship. There are two main functions of the information to them. First to refresh the knowledge they have received during the course and second to add new information on the subject, so that their skill gradually improves.

Based on these needs the School Library Division publishes three kinds of publication.

a. School Library Manual

The manual was published twice, in 1972 and 1976. The second is an additional publication. The purpose is to lead teacher librarians in running school libraries, both teacher librarians who have been trained and teacher librarians who have not been trained yet. Because of shortages in budget, only 6,000 of the manual were printed in 1976. Its delivered to schools, particularly secondary schools where they have organized libraries.

b. Booklist

The booklist is a quarterly publication. It has been published since 1969. Each publication contains 400 entries with a short annotation (about 70 words). The main purpose is to help teacher librarians in book selection.

c. School Library Magazine

The magazine has been published since 1973. It was a monthly publication, but since the financial year of 1976-1977 when the budget financed by the Five Year Development budget, the School Library Magazine became monthly. It contains the subjects related to the school librarianship, activities related to Indonesian school libraries central and local, book review and others. Its published 3,000 copies, delivered to the Department of Education and Culture offices, local and central. The delivering emphasis on the schools where they have organized libraries.

3. The School Library Pilot Projects (Model)

The project started in the financial year of 1975-1976. The first step was to build four School Library Pilot Projects (Model) placed in the provinces West Java (Bandung), East Java (Surabaya), Aceh (Banda Aceh) and South Kalimantan (Banjarmasin). Then in the financial year of 1976-1977 four more pilot projects were built in the provinces of Central Java, North Sumatra, Maluku and South Sumatra.

The purposes of the project are:

- a. The project can be used as show cases of how to organize a school library, how to stock it, how to use it in its relationship with curricular and extracurricular activities, and sample of furniture and equipment of school libraries.
- b. The project can also be used as workshops for other teachers and teacher librarians in the area.
- c. In short it can be used as a living audio-visual material in educating people about school libraries.
- d. By having the school library projects, conformity in the meaning given to school libraries among educators can be achieved.

The pilot projects so far were placed at High Schools. But the School Library Division has planned to place some of them in the Primary Schools.

Establishment of the projects in close co-operation with the Provincial Educational Authorities. To encourage them on school libraries development effort, the projects were prioritied to those provinces were able to provide matching funds to establish and operate the projects.

The School Library Division has planned each province with at least one school library project, but in large provinces such as those in Java, North Sumatra, North and South Sulawesi there are more than one.

IV. THE INDONESIAN LIBRARIANS' ASSOCIATION

Librarianship is relatively young profession in Indonesia. In 1954 there was held a national conference of librarians for the first time. Then in this decade two librarians associations were founded.

These were the Himpunan Perpustakaan Khusus Indonesia (Indonesian Special Libraries Association) and Assosiasi Perpustakaan, Arsip dan Dokumentasi Indonesia, disingkat APADI (the Indonesian Documentation, Archives and Libraries Association). These associations co-operate with each other.

In 1973 (July 5th to 7th) a meeting at Ciawi, Bogor, West Java was held, which was attended by the leaders and the core members of the two associations mentioned above and also attended by other professional librarians who are not members of the two associations. As a result, the two associations were merged into a new association which is called Ikatan Pustakawan Indonesia, disingkat I.P.I. (Indonesian Librarians' Association). This merger was realized basically on conscious responsibility (without any outsiders' pressures). The meeting also declared that there was only one librarians' association in Indonesia, that is the I.P.I. This declaration was stimulated by the willingness to belong to one professional librarians association in the whole country.

The Indonesian Librarians' Association was founded to provide a professional organization for all engaged or interested in libraries. The objective includes the improvement of salary and status for librarians, the publication of a professional journal, the development of a nation - wide library service consonant with Indonesian population and size, the provision of library education, training and adequate conferences for national needs, and the compilation of statistics and data on Indonesian libraries.

The association has branches in almost every province in the whole country, and divisions covering University Libraries, Special Libraries, Public Libraries, National Libraries, Library Education, and School Libraries.

Physically the association is situated in the Center for Library Development Office, Jakarta.

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SCHOOL LIBRARIES IN NEW ZEALAND: THE TROUBLED SEVENTIES

Phyllis Macdonald*

My colleague Trevor Mowbray prepared a report on School Libraries in New Zealand for the Annual Conference of the World Confederation of Organization of the Teaching Profession held in Sydney August, 1970.

This report appears in School Librarian: International Developments edited by Jean Lowrie, Scarecrow Press, 1972. The final paragraph of that survey gives the theme for this report: I quote

"New Zealand seems to have reached something of a plateau in school library development. The idea of a central library in all schools has now been accepted and building plans will be drawn up to that end. Schools generally have fair collections of books, often organized with catalogues of varying quality. Little attempt has been made to introduce non-book materials into libraries. While some individual teachers do excellent work with children and books, frequently the ordinary classroom teacher does not seem to have acquired among his professional skills the wide knowledge of books and their uses that would enable him to make the most demands on and the best use of a school library. To build up such a body of people would appear to be the main task of the next few years."

This paper will report on the state of school librarianship in during the 1970's. To a large extent the plateau detected by Trevor Mowbray still exists. Progress where it has come has been more an attitudinal change than one that can be marked by new developments. It is, however, pleasing to be able to report that there has been a sustained effort by government to substantiate its commitment to build library facilities in primary schools. The plan to provide every primary school with a book room or a library multi-purpose room is almost 90% complete.

The provision is as follows:

1. Primary and Intermediate Schools

Every school has a book room or library multi-purpose

Primary Schools

Roll

Up to 90

New Zealand

Area (including workroom is any)

10 m² bookroom

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<u>Primary Schools-cont.</u>	<u>New Zealand-cont.</u>
91-155	28 m ² bookroom
156-299	56 m ² library multi-purpose room
300-399	56 m ²
400-499	56 m ²
500-599	56 m ²
600-699	56 m ²
700-799	56 m ²
800-899	56 m ²

<u>Intermediate Schools</u>	<u>New Zealand</u>
Up to 615	95 m ²
616 and above	179 m ²

2. District High Schools, Form 1-7 Schools, and secondary schools
Libraries are provided in all new district high schools, Form 1-7 schools, and secondary schools, and progressively to existing schools, to the following standards:

<u>District High Schools</u>	<u>New Zealand</u>
Roll	Area in m ²
0-50	38
51-100	66
101-150	105
151-200	133
201-350	161
<u>Form 1-7 Schools</u>	
201-600	167
<u>Secondary Schools</u>	<u>New Zealand</u>
Roll*	Area in m ² (including workroom)
351-650	175
651-700	232
751-800	288
951-1000	334
1151-1200	380
1151-1600	426
1951-2000	472

Plans have been drawn up for a new prototype secondary school library of a similar standard to the present one, but without the mezzanine floor.

That area has been added to the ground floor area. Rooms can be added to the library to allow for developments in its function and size.

While the priorities of some librarians might differ there is at least a substantial capital investment by government in the provision of libraries for those of our youth who are in formal educational programmes. In both primary and secondary schools efforts are made to make the library environment a warm and attractive one so that attention in planning is paid to furnishing and equipment.

The collections within the library rooms are becoming more diverse in format, dictated not only by availability but also by the changes in the methods of teaching and approaches to learning. These developments are more noticeable in primary schools but in both cases the libraries are incorporating to some degree the new forms and technologies. However, separate resource centres are growing up in larger secondary schools, dictated more by convenience than by a philosophical decision... a responsibility shared.

Funding of collections, both in government and private schools comes from both government grants or from funds raised by the schools themselves through parents organizations. Bottle drives, 'spellathons' and 'walkathons' add to the funds available and supplement direct gifts from the parents. A survey done in 1974 showed that these contributions amounted to slightly more than half the amount received from the Education Department.

Government assistance for school libraries is now as follows:-

Funds

All new primary and intermediate schools receive a setting-up grant of between \$140 and \$2100 depending on the school roll. A library setting-up grant is given to all new Form 1-7 and secondary schools as follows: 1978

First year	\$ 6500
Second year	\$ 3250
Third year	\$ 3250
	<hr/>
	\$13000

Translated Form 1-7 schools receive their first years' grant at the same rate as other secondary schools. In the following two years they are given a grant equal to half the secondary rate unless the school is expected to grow at an extraordinary pace. District High Schools received a modified grant at the following rate:

<u>Area of library</u>	<u>1978</u>
38 m ²	\$1000
66 m ²	\$1500
105 m ²	\$2250

These grants may be provided up to the maximum of the secondary school library grant at the discretion of the district senior inspector.

Education Bo receive library grants ranging from \$2.03 to \$2.17 per pupil. They pass these grants on to their primary and intermediate schools, the smaller schools usually getting more per pupil than the larger ones. There is also a text-book grant of \$1.12 per pupil. There is no fixed grant for secondary schools but principals allot money from the general purposes grant. In addition such government agencies as the National Film Library, the Visual Productions Unit, and the School Library Service (part of the Extension Services of the National Library) contribute substantially to the number and range of resources available.

Material bought is not always sufficient or selected with the care and discretion that one would desire, but this is no reflection on the aspirations of a large number of teachers within the school system. They do not have the specialized knowledge and experience of qualified school librarians to assist them in providing effective library services which can give continuing support to their teaching and learning programmes.

Principals of individual schools have the responsibility for library development, which they may delegate to a member of the teaching staff who is then designated the Teacher-librarian. There are no courses of library education available for teacher-librarians, apart from brief in-service or refresher courses of up to one week's duration, although the Education Department's inspectors are responsible for the professional development of school libraries in their districts. The emphasis is on libraries not librarians! There is also an officer in the Curriculum Development Unit who has the responsibility of advising the Director-General on school library developments. He collaborates with all the organizations interested in the provision of library services to children and young people, sponsors courses for teachers, discussion groups, and a publication programme. School Library Service plays an important role in developments at national, regional and local levels, and maintains a bibliographical programme which disseminates information on books to all schools throughout the country. Advisers from School Library Service give as much practical help in individual schools as

possible but there are only 15 positions for over 2,500 schools. The New Zealand Educational Institute and the New Zealand Post-Primary Teachers' Association have active committees working in the field of policy development. But still there are no school librarians.

Reports on School Libraries

In 1973 the Educational Development Conference presented its report 'Improving Learning and Teaching' to the government. Both this report and a subsequent one from the Advisory Council on Educational Planning recommended improved staffing of school libraries, and one-year courses for teachers and librarians to qualify them for professional status as school librarians.

The concern of all New Zealand librarians with the slowness of development in the field of library service to children - not only through public libraries but also through school libraries - resulted in the decision of the New Zealand Library Association to sponsor a survey by Professor Sara Fenwick of the University of Chicago Graduate Library School. This report, 'Library Services for Children in New Zealand Schools and Public Libraries; A report to the New Zealand Library Association', was published by the Council for Educational Research and the New Zealand Library Association in 1975. The associated volume of tables and statistics appeared in 1977.

In this report based on data provided from a survey undertaken previously by the NZLA and NZCER and personal investigation over several months Miss Fenwick made some timely and rather astringent comments on library services to children and some major recommendations for the future. They reinforced the recommendations made in far less detail by the previous reports:-
I quote:

1. SCHOOL LIBRARIES

1.1.1. Primary School librarians

For the primary schools it is recommended that:

- a. Full-time professionally trained librarians be appointed within four years to all schools with pupil enrollments of 400 and over, and within six years to all schools with enrollments of 300.
- b. Half-time or shared-time librarians serving more than one school for a full-time appointment be placed in all

schools with enrollments 100-400, during the next four years.

- c. Clerical or technical assistance be made available for full-time in schools of 600 or over, and half-time in schools with a smaller enrollment, beginning with half-time at 300,

1.1.2. Intermediate school librarians

- a. Full-time professionally trained librarians be appointed to all schools in this category.
- b. Clerical assistance be provided for half-time, beginning with 300 enrollment, and full-time at 600.

1.1.3. Secondary school librarians

For the secondary schools it is recommended that:

- a. Full-time professionally trained librarians be appointed in all secondary schools.
- b. Trained support staff be added in the ratio of one additional librarian for enrollments over 600, and for every additional 500 students.
- c. Clerical assistance be provided for half-time beginning with 300, and increasing to full-time at 600.

It is recognized that these are long-range goals, but it is recommended that the first appointments be made as soon as staff is available and that a year-by-year plan be adopted for achieving the above goals - not as final plans - but as a basic floor for a satisfactory school library programme.

PROFESSIONAL LIBRARY EDUCATION FOR SCHOOL LIBRARIANS

- 3.1 It is recommended that the Library School develop a one-year course open to experienced teachers and to experienced professional librarians with suitable qualifications. This course should make it possible, either through transfer of credit units or other arrangements for teachers to qualify as professional librarians and for librarians to be eligible for appointment to school staffs as resources teacher-librarians. This programme may be developed jointly with the teachers colleges, and may not necessarily be full-time, at least for an interim period.

- 3.2 It is recommended that a graduate programme for the preparation of professional school librarians be developed by the Library School and the teachers colleges for graduates to qualify as school librarians/heads of resource centres. Such programmes should combine a core of teacher-preparation units with a core of units in librarianship and educational media.
- 3.3 It is recommended that in-service courses and continuing education programmes in educational media for teachers and librarians be available.
- 3.4 It is recommended that training in the use of educational media and libraires as teaching resource centres be included in training for pre-school, primary, and secondary teachers.

There have been a number of developments since 1975. Some progress has been along the lines indicated in the Fenwick Report, and some have been separate developments, but no commitment from government to either appoint or train school librarians. A 'joint-committee' of representatives from the two teaching organizations, the New Zealand Educational Institute (Primary) and the New Zealand Post-Primary Teachers' Organisation and from the New Zealand Library Association has now been in existence for 3 years to co-ordinate "informational contacts with the government, Dept. of Education officers, Members of Executive Bodies of the Teachers and Education associations, library administrators, and general public through all media available" (Fenwick p.43). A great deal of necessary but unspectacular work has been accomplished by the "Joint Committee on School Libraries", not the least being the gaining of agreement on the general framework desirable if effective library services to children is to be attained.

The associations are now more aware, more actively involved in promoting better libraries in schools and more sensitive to the need for co-operation. The success of this committee will depend on the membership's continuing to co-ordinate activities and to work towards a common goal, and keeping fresh a commitment to lobby for better services. It is due in part to the initiatives of this committee that in 1977 the Minister of Education, Mr. L. W. Gander, invited representatives of the NZEI, NZPPTA, NZLA, NZ Teachers' College Assoc., and National Library to meet with officers of the Dept. of Education as a Working Party on school libraries under the Chairmanship of

Mr. P. Foley. The Working Party was directed to review existing policies and the recommendations of the various reports touching on school libraries, and then to consider the building codes, standards of equipment, levels of funding and staffing that could be recommended to the Minister for implementation.

Written submission on the role, development and use of school libraries were invited and 99 were studied in addition to papers and reports requested from various organisations.

That committee has now completed its deliberations and the report is with the Minister at the present time.

It will be published sometime this year but is unfortunately embargoed at present. However, in view of the declared policies of the organisations participating, it would be most suprising if the report did not highlight the provision of suitably qualified school librarians as top priority.

There is, in spite of the financial situation, some ground for optimism because of the forward looking attitude of the Dept. of Education. Their new Resources Division which will co-ordinate the work of the School Publications Branch, the Visual Production Unit, the Gramophone and Tape Library is now well established and last year Gordon McDonald, Education Officer (Libraries), was sent to study library developments in Australia for a period of 6 months. Officers are sensitive to the requirements for better organisation or management of resources in schools and are now more convinced that schools need librarians.

How then do the libraries function? In Secondary Schools there is a Teacher-Librarian in charge of the library with a maximum of 1 day per week free for library duties. There is also a library assistant who is stationed in the library for most of its hours of opening and is in effect 'school librarian'. One or other may have some library qualification but this is unusual and therefore the library often functions at the first level of service offering the circulation of reading materials. Often nothing further is contemplated.

A great deal of dedicated work is done, but in most cases because of lack of knowledge of appropriate materials and inadequate or no training, the services given to students and teachers are not effective, and the capital investment in the libraries is not producing adequate results.

In Primary schools the situation is even more difficult. The Teacher-Librarian usually has a full teaching programme and may not even get ancilliary assistance in running the library. Pupil assistance is used quite heavily and voluntary work by parents, but this requires organisation too. Primary

school libraries function through the good-will and sense of responsibility of dedicated teachers, untrained to take on the responsibility, and often unaware even of systems that can be used or suitable materials and services. Libraries functioning to an adequate level are not as rare as one would imagine as some teachers work their daily miracles.

Support services for school libraries are better at supplying materials than the assistance desperately needed, because of the present limitations on staffing. School Library Service supplies books, and Information and Request service and Advisory service. With a staff of 130 divided between a Head Office and 12 Regional Centres it circulated nearly 2.5 million books to schools and public libraries in 1977/78. However, as there are 2,500 primary schools, and 350 secondary schools this organisation can only partially cope with the demands made on it and this limits its potentiality for spearheading future developments. At present advisers from School Library Service work in school libraries, provide short courses of training in specific aspects of librarianship for teachers, participate in school in-service training programmes and provide assistance with buying guides for schools.

School Library Service publishes a regular series of booklists recommending library purchases for all schools as well as individual subject lists or advisory bulletins.

It is hoped that some centralised services such as cataloguing may be developed but these are dependent on decisions that may be made when the Working Party's Report is evaluated. While planning for these developments in the future, School Library Service Librarians are watching with interest developments within Australia like the concept of centralised cataloguing.

Within New Zealand at present, there is a strong impetus towards regions taking more responsibility for their own organisations and in future there may well be less emphasis on separate services sponsored by central government and more on local initiatives. Parallel to the development of school libraries there has been a growth in the number of regional resource centres available to teachers. These have grown up separately from the Regional Centres of the School Library Service, but it seems sensible to look towards better co-ordination in development. There is also room to explore better co-ordination between groupings of schools, and where appropriate, with public libraries. At present all school pupils and teachers through their libraries can get access to books within the nations library system through the use of the network of School Library Service Regional Centres, and its Head Office, but co-operation

with local public libraries could well provide a more direct link to resources sharing more quickly responsive to the expressed needs.

Some local authorities have indicated their willingness to either support school library programmes or to develop community library services based on them by developing joint-use libraries. Two such libraries have begun in a small way in country districts of Otago and Southland and the future looks relatively bright for them as the programme has not been too ambitious to begin with.

Nga Tapuwae, a community school in Manakau City, a rapidly growing area south of Auckland City, has opened a school/community library staffed by the Manakau City Libraries. It will be interesting to monitor there developments but there is a considerable degree of caution because of the difficulty of staffing any school library to an adequate level let alone one capable of offering services to the total community.

Last of all but certainly of great importance, is the question of recruitment and training for school librarianship. A number of Teachers Colleges have courses in various stages of the planning cycle and it seems to be generally accepted that courses should be along the lines recommended by Sara Fenwick and similar to those in Australia, but modified to suit our own circumstances. One major impediment has been the uncertainties in NZ over education for all aspects of librarianship for many years, (Report). However, this has now been resolved with the founding of a school of librarianship at Victoria University of Wellington and the undertaking of the Wellington Teachers' College to assume responsibility for the NZLA Certificate. This now leaves only school librarianship unresolved. Members of the Working Party on School Libraries are hoping that there will be a favourable response to their recommendations in this field.

Another impediment has been solving these conundrums - does one train school librarians for posts that do not exist or advertise positions for which there are no suitably trained applicants? How does one convince a government reluctant to add to its pool of public servants, that school librarians are indispensable? Both teachers and librarians are not just looking forward to reading the Working Party's recommendations concerning the recruitment and training of school librarians, but are looking beyond that and waiting for implementation. It is to be hoped that it will also give those planning courses for school librarians some guidance as to the directions and levels to which they should be aspiring. Everyone is hoping

that there will be a favourable response from the Minister. As both he and Mr. W. Renwick, the Director-General of Education appear to be favourably disposed towards developments in library services it is hoped that there will be greatly accelerated developments in the near future, and that the latest report will not gather dust on library shelves.

A PERSONAL IMPRESSION OF BRITISH COLUMBIAN SCHOOL LIBRARY SERVICE

Stephen Harris*

Firstly I would like to thank you for the opportunity to present you with some information with respect to School Library Service in British Columbia.

Secondly, I would like to apologise for any inconsistencies in my presentation as I was already in Australia when John Ward's invitation to speak caught up with me, after travelling twice across the Pacific. As a result I was unable to bring any material with me to help in the preparation of this presentation.

I will deal with British Columbia specifically. As there are considerable regional differences in School library service in Canada any attempt to generalise would give a false impression.

Before commenting briefly on the British Columbia School Library situation, I would like to give you a brief lesson in geography.

British Columbia (commonly referred to by Canadians as B.C.) is the most westerly of Canada's ten provinces and is also the third largest, following Ontario and Quebec.

Borders West	- Pacific Ocean
East	- Rocky Mountains
South	- 49th parallel (US Canadian border)
North	- and N.W. by Alaska (US), Yukon and North West Territories

To some extent B.C. is geographically and historically separated from the rest of Canada and is at times at odds with the more populous provinces in the east.

Capital: Victoria on Vancouver Island
Major Urban area: Vancouver

Population: 2.3 million (Canada 22 plus million)
1.3 million located - Vancouver and Victoria
Remaining 1 million people located mainly in southern B.C.

Area: Slightly greater than that of N.S.W. Mountains predominant.
Resources are timber and salmon.

Organisation of Education:

*Stephen Harris, Teacher/Librarian SD 71 (Courtenay), British Columbia, Canada

Organisation of administration of education in British Columbia is carried on at two levels:

1. Provincial Government level
 2. Local School Board level.
1. The Ministry of Education sets policy, controls finances and sets broad curriculum guidelines.
 2. The province is divided into 72 school districts of various sizes. The administration of education in each district is controlled by a locally elected board of school trustees whose responsibility is to implement Ministry policy at the local level, especially with regard to buildings, teachers and materials, within the limits of local resources. I won't attempt to explain the financial side of School Board operations but it is important to realise that the predominant source of funds is local land taxes. As you may realise from this, local tax payers have a very strong influence on the policies of the school board.

Dealing more specifically with the School District 71 (Courtenay)

Area population	35,000
Student population	8,000
No. of Teachers	4,000

Schools:

- 2 Senior Secondary grades 10-12 (800 students each)
- 4 Junior Secondary grades 8-10 (3 @ 500, 1 @ 250 students)
- 15 Elementary schools K-7, 1-7 (5 @ 500, others 40, 90, 250-300).

All schools have quite adequate collections in their libraries plus a good supply of Audio-visual equipment.

Staffing on the other hand is a different matter, for example

Senior Secondary (800 students)	1 Teacher Librarian plus 2 Library aides.
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3 junior secondary (500 students)	1 Teacher Librarian and 1 aide.
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5 larger elementary (500 students)	1 Teacher Librarian each.
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Other elementary and 1 junior secondary run by library clerks.

A district head of library services is primarily responsible for the schools having library clerks.

This staffing arrangement is typical of that found in other districts in British Columbia with the exception of the library/clerks concept.

Other districts will split a teacher/librarian's services between 2 or more smaller schools or have teachers with part time responsibility in the library.

Surprisingly enough despite the low staffing ratio the libraries in my district appear to be used extensively by students and staff, this may be due to a well established tradition of having libraries in schools. Whether they are used as effectively as they might be is open to question. Funding for libraries is quite good. Recently provincial government grants were given to allow all libraries at the elementary level to be raised to a ratio of 10:1, and at the secondary level to 15:1 a point at which many libraries were already above.

In my district the present budget guidelines for elementary libraries is about \$10.95/pupil for elementary schools and slightly higher for secondary schools.

Recent developments at the Provincial level which have implications for School Libraries:

General - CORE a plan by Ministry of Education to establish goals and objectives for a basic education program developed as a result of Ministry/community/teacher interactions.

- Provincial Learning Assessment Program (PLAP) attempted by Ministry to establish a means of measuring the success of the reading program. N.B. the assessment is of programs not individual students or teachers or schools.

- General re emphasis on basic reading, writing and math programs, i.e. the "back to the basics" program.

Especially for Librarians

- Pearson '78. A live in 5 day conference to update 100 teacher librarians. Financed in part by Ministry of Education.

- Revised Library Handbook (10 years since last revision)

Sources and Resources: a handbook for teacher librarians in B.C.

Main features. A ministerial statement of philosophy including specific statements with regard to size of collections, facilities and staffing. This is a major achievement.

Note: The handbook was developed as the result of representations made by British Columbia School Librarians Association to the Ministry of

Education and developed in co-operation with them.

Conclusions:

The schools in B.C. develop their own philosophies within the limits of provincial guidelines through total staff participation a practice soon to be augmented by an Elementary school self evaluation program developed by the Ministry.

As far as library service in B.C. is concerned there is becoming an increased emphasis on service to teachers participating in relation to:

- * curriculum development
- * co-operative planning/teaching
- * provision of curriculum related materials
- * provision of reference and research services on a wider scale.

Therefore it has become incumbent on the teacher/librarian to be aware of the total school program and its relation to district philosophy and policy.

SCHOOL LIBRARIES - THE ESSENTIAL INTERFACE
CARIBBEAN PROSPECTS

Amy Robertson*

The inauguration of the International Association of School Librarianship in 1971 prompted the publication of a new work *School Libraries: International Developments* edited by Jean Lowrie¹. The chapter on the British West Indies gives a Caribbean survey.

In the paper now presented, the focus is not on quantitative developments in the region but on factors which have implications for accelerated growth.

The area being surveyed which is better known as the Commonwealth Caribbean, comprises those West Indian territories governed by the British until the last two decades when several began to acquire independence but remain as member nations of the Commonwealth. Ethnically and economically, they identify with the Third World countries. These territories include, Antigua, Barbados, British Honduras (now Belize), British Virgin Islands, Cayman Islands, Grenada, Jamaica, Montserrat, St. Kitts-Nevis-Anguilla, (Anguilla is administered by the British Government directly), St. Lucia, St. Vincent, Trinidad and Tobago, Turks and Caicos Islands and the Co-operative Republic of Guyana. This Republic operates its own university (University of Guyana), but there is much cooperation between this mainland university and the University of the West Indies with three main campuses and centres spanning fifteen discrete territories in the region.

A brief insight into education during the colonial regime is useful in assessing school library development. The foreword to the Select Bibliography of Education gives the following unhappy picture:

"Under the British Colonial system, only a small minority of the population could hope for academic advancement beyond elementary school. For instance, as late as 1946, 'A Plan for Post Primary Education in Jamaica' noted that only 2.4 per cent of the population over five years of age had attended secondary school and only 3.2 per cent had received any form of post primary training. This was the general situation

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in all the territories at that time. Secondary education was fee-paying and scholarships for the less privileged were so few, that they could not bring about change.

Until 1948 higher education could only be obtained outside of the region, and those privileged to attend university, often chose professions in such fields as Medicine and Law that could make them independent of paid employment in the public service of their islands. Education came low on the list of priorities."

Naturally, school libraries were slow to emerge. The foreword continues:

"However, after the constitutional reforms of the 1940s had brought a degree of responsible government to a number of these territories, the picture started to change for the better. There was greater sense of urgency to improve and expand post primary education. But the educational gaps to be overtaken were wide, the pace of implementation too slow and the birth rate too high. Only within the past 30 years has there been any serious attempt to surmount the educational obstacles by means of scholarships and bursaries to high schools, and to institutions of higher learning. To cite from the Jamaican situation again, it took 20 years for the number of pupils in government-aided secondary schools to grow from 3,000 in 1940 to 17,000 in 1960. Under such adverse conditions few West Indians managed to rise to senior posts in the public services where they had decision-making powers and could attempt to find solutions to the rapidly mounting problems of a society in social and political transition"².

Administrators with the newly granted autonomy realized that productive use of the limited economic and manpower resources could only be achieved by regional cooperation in educational planning and output. The answer to this was the establishment of the University College of the West Indies in 1948. Later, in 1963 the Institute of Education funded initially by

Caribbean governments and the Ford Foundation came into being, the close association with the Department of Education of the University of the West Indies (UWI). Its functions comprised a variety of outreach activities aimed at improving educational techniques in the region, including development of school libraries. In 1972, the Institute merged with this Department to become the School of Education which has acted as coordinator and cooperating agency for all educational aid projects in the region.

Factors for Change

Teacher Education and curriculum change remain the principal concern of educators who are engaged individually and/or collectively in meaningful educational strategies. Requests to bilateral and inter-national agencies reflect this concern.

(a) UNESCO Project RLA (Reg.) 142

One of the most significant and far-reaching projects to emerge is the UNESCO/UWI/UNICEF Project RLA (Reg.) 142 - Teacher Training and Curriculum Development mounted as part of the United Nations Development Programme. This project operated in 15 countries of the Regional Caribbean on a four-year run from 1972 through 1975. The project was approved at a cost of US \$1,844,928 with a later allocation of \$462,500 in 1971. In the words of a former Chief Technical Advisor, Mr. J.A. Hendry, "the broad purpose of the project is to expand and assist in improving the existing facilities for teacher education and curriculum development, with respect to pupils at the 10 to 15-year age level within 15 countries of the Commonwealth Caribbean"³. Another specific objective as defined in the Project Plan of Operations is "to make appropriate applications of modern technology to teaching and learning and to increase the capability of teachers' colleges, teachers' centres and the region as a whole for the production of educational materials"⁴.

Speaking of the 'New Technology in Education' Mr. Hendry sounded a prophetic note. He said, "The Caribbean is moving towards agreement on some aspects of the Common Curriculum. It may soon be ready for political decisions which open the way for regional instruction through satellite-relayed broadcasting"⁵.

Indeed a prophetic statement as starting in January 1978, a

first experiment in broadcasting incorporating satellite mediated video lecture courses and teleconferencing was carried out by the University of the West Indies utilizing ATS-6 and ATS-3 satellites.

The Report of the Joint UNDP/UNESCO/Unicef Evaluation Mission, May 1974, quotes the project as mounting through 1973 and 1974 a series of training/production workshops in Language Arts, Mathematics, Science, Educational Technology, Librarianship, Teacher Education and Administration/Supervision⁶. These workshops represented an approximate annual expenditure of US \$40,000.

As an indication of the new directions in education the project's experts included a specialist in librarianship. One aspect of this person's input is reflected in the Progress Report of 1/2/73 which states, "Reg 142 has supported through funds, planning and personnel, the first workshop for the training of teacher/librarians by the Library School, UWI Mona and continues to be associated with the extension of the valuable scheme"⁷.

The 'scheme' was co-sponsored with the Department of Library Studies, UWI and consisted of a training course of two five-week sessions for teacher/librarians held over two years - July to August 1972 and July to August 1973, with an intervening field work period.

Written assignments and supervised field work were required during the later period. Seventeen (17) participants mainly from teachers' colleges and schools in nine territories completed the course and were awarded Departmental Certificates. Thirteen (13) of the original 20 participants came in for full training by the second year. Three additional workshops in librarianship were mounted between July 1973 and April 1974 in Trinidad and the Bahamas. Materials produced in print and video tape models were deposited in documentation centres and teachers' college libraries.

(b) Caribbean Examinations Council (CXC)

Another regional undertaking of great importance is the work of the Caribbean Examinations Council. According to Professor L.H.E. Reid, Chairman of the Jamaica National Council of the Caribbean Examinations Council, "The setting up by the region of its own system for assessing school achievement is a national consequence of the ferment currently taking place in Caribbean Education"⁸.

The CXC, a regional body, charged with the responsibility of examining and assessing achievement in the high schools of the Commonwealth Caribbean, came into being on April 29, 1972. All 15 territories administered by the University of the West Indies except the Cayman Islands are participating bodies. The two universities in the region—University of Guyana and the University of the West Indies are represented. The Chancellor of the University of Guyana is Chairman of the Council.

In 1979, CXC will conduct its first examinations, thus leaving an "indelible mark" on the education system of the English-speaking Caribbean. Hence, the Caribbean School Certificate of Education which itself superseded the Cambridge School Certificate, the first sitting of which is recorded as 1882. The subjects chosen for the pioneer effort are History, English Language Syllabus A, Geography and Mathematics.

The syllabuses developed over these years of gestation by teachers and the region's University community reflect the general view as enunciated by the Draft Curriculum Guide - Basic Mathematics. The criteria are:

- i) "relevant to the existing and anticipated needs of our society;
- ii) related to the ability and interest of the students;
- iii) aligned to the philosophy of our educational systems"⁹.

The Council will be using three levels of accreditation to assess its candidates. The special feature of these exams are that they are not designed around the pass or fail concept, a legacy that remains in the West Indies. Instead, weaknesses and special abilities of school leavers, particularly in the technical and

vocational subjects, can be discerned and used in the overall development of the student.

Claudine Boothe writing in the 'Star' says, "one of the objectives of the CXC is to make it extremely difficult and even impossible for a student to go through the secondary school system and leave without some certification"¹⁰.

Despite the emphasis on Caribbean relevance, international status of the certificate is guaranteed because of the high level of cooperation received throughout from long established examination bodies in the United Kingdom and North America. Examinations of such broad scope must make demands on increased and updated facilities for school libraries. The request of one territory for additional in-country training for library assistants is evidence of the impact resulting from the introduction of this examination.

Training Programme

Crucial to the further development of the school library movement is the capability of countries to seize the available opportunities in the region. The Department of Library Studies of the University of the West Indies offers graduate and undergraduate courses. Three teachers' colleges in Jamaica now include Library Science as an optional course for certification. The School of Education undertakes external assessment of the programme. The Library Association in various territories mount an hoc courses often with assistance from universities overseas and national and international agencies. School library authorities and national libraries offer short courses for school library personnel. Scholarships tenable at institutions of higher education overseas are available.

Present State of School Libraries

Progress in school libraries has not kept pace with social and educational developments. Severe economic crises which this region like many others have been experiencing may be responsible. Curriculum structured in the old mould did not emphasise libraries as the essential interface. However, there are welcome trends in the positive approach of local governments to school libraries and the involvement of donor countries who provide materials, personnel, and training opportunities.

British Council funds for example, will assist library provision in the rural primary schools in Antigua, and supply children's books to

Montserrat which received a bookmobile from CIDA.

Another trend in the smaller islands is the development of one Central School Library to which all students of a certain level have access. In Dominica the Convent High School fills this role.

The Library Associations in the Caribbean countries have often taken the initiative to arrange training programmes conducted on a national or intra-regional basis. In 1976, the Library Association of Trinidad and Tobago collaborated with the University of Western Ontario in the mounting of a one-week in-country workshop for librarians who would later train school library assistants. Trinidad and Tobago have also created the post of Coordinator of School Libraries at a senior level. Through World Bank loans, the development of school libraries has been accelerated by requirements which made school library provision mandatory. In Guyana a department was set up to organise the libraries falling under the programme and the gift books and materials from overseas donors which form a large part of the general stocks of many school libraries in this country and in other territories. In Grenada a department under the Ministry of Education administers a collection mainly for the younger age groups. Belize still has no service to City and Town schools. Turks and Caicos Islands "has a dearth of reading material" as the report prepared by H. Bennett reveals¹¹. The Ministry of Health, Education, Welfare and Local Government supplies textbooks, notebooks and pencils to schools but no core collection of books for consultation and recreational purposes in the school.

In St. Lucia, education development programmes in six project schools will be extended finally to seven junior secondary and six primary schools. The project is designed to include proper library with more self instructional materials. The present vote for curriculum and materials development is \$95,000 with a small vote for library. Book stock comprising a large supply of gift books is organised and libraries are coordinated by Peace Corps Volunteers. Schools are to be supplied with 500 to 1,000 volumes each.

Schools at the primary level in Barbados do not yet possess the physical amenities for libraries. However, collections of gift books from overseas donors and the public are available to the students. In addition, the public library operates a school libraries mobile service. This pays regular visits to 73 per cent of the schools under direct control of the

Ministry of Education. The schools that are not served by this mobile are situated within easy access of Public Library Headquarters of its branch libraries and service points. Teachers take classes to the public library branches to share the resources. (Barbados is a small island 166 square miles in area). At the secondary level, there has been a long tradition of school library service although the physical plant might not conform to internationally recommended standards. The Government is keenly interested in development of school libraries, and training for library assistants is a priority.

The Jamaica Library Service, the statutory body responsible for school library development in Jamaica, maintains a vigorous short-term training programme for the teacher/librarians in the 74 secondary and 813 primary schools served. The book stock is now close to a million (960,786) and the budget \$757,899 (March 1978). The traditional high schools organize their own libraries usually with trained staff.

A great breakthrough is envisaged if the recommendation contained in a Departmental report covering April 1977 to September 1977 is accepted. In requesting a change of exchange policy, the Principal Librarian says:

"In view of the fact that the book stock of the Service is now in a very stable position, it is recommended that books be supplied to the schools on a permanent basis instead of on the exchange system. The aim is to eventually build up permanent library collections in all the schools and books returned only for binding or withdrawal. This is done in the secondary schools and has proved a much more satisfactory arrangement"¹².

This arrangement would abolish the Circulating Collection first set up in 1952. The Ministry of Education, the authority responsible for libraries in Jamaica, is likely to support this as it states in the second Draft Plan 1977, that "where facilities exist permanent collections will be established in primary schools"¹³.

- i) cooperation between the Publications Section of the Ministry and the Jamaica Library Service in the selection of materials for the Schools Library Service to support the Ministry's policies in curriculum development;

- ii) improving the bookmobile capability to increase the frequency of book supplies to primary schools;
- iii) providing adequate space for libraries in all new educational institutions and extensions and/or modifications to existing educational institutions;
- iv) expansion to incorporate on a phased basis all secondary institutions, and to meet the needs of students not only in secondary schools but who are pursuing secondary education programmes by means of distance education methodologies¹⁴.

Important statements about staffing include:

- i) making the salary scales for institutional librarians compatible throughout the education system in order to attract and retain the right calibre of institutional librarian;
- ii) having teacher/librarians not included in the staff/pupil ratio of schools;
- iii) accelerated training for all categories of staff;
- iv) further development and implementation of training programmes when the staffing policy has been determined¹⁵.

Recruitment of qualified teachers by the Department of Library Studies for education and training in librarianship at the University, and the preparation of teacher/librarians in teachers' colleges have attracted better qualified persons to staff school libraries. In the recent Plan for a National Information System (NATIS) for Jamaica, April 1977, the Government of Jamaica has included school libraries in the social and economic network giving the necessary recognition and status to school libraries.

Conclusion

Ongoing changes in the education systems of the Caribbean augur well for school library development.

The Dean of the School of Education, University of the West Indies, Professor R.N. Murray, has identified the following examples of on-going change in the education systems of the Caribbean:

"...the use of National Youth Service 'Volunteers'

as teachers' aides; the encouragement of democratization in education, i.e. pupil participation in school governance over and above what was customary; the growing employment of the electronic media; the idea of egalitarianism with its special reference to secondary and university education, along with free education, notwithstanding the tiny percentage of the population who have access to it; the placement of foreign devised school leaving examinations by local efforts"¹⁶.

Already, the aides are augmenting the library staffs of many schools. It is refreshing to think that the experience will motivate some to choose library science as a career.

Libraries are still print oriented but with the impact of educational technology for the development of learning systems, and the availability of electronic media, libraries should begin to move forward to the modern concept of a resource centre.

Libraries faced with the challenge of providing for a large range of abilities, expanding curricula, and increased enrolment demand coherent policies and action from governments and school library administrators.

Today there has been a manifest consciousness among Caribbean educators to develop the infrastructure of libraries in educational institutions. This is explicit in official planning, in the creation of space for libraries in building and remodelling programmes, and in the provision of posts for qualified librarians.

With the new curricula, use of educational technology, the philosophy of teachers as change agents and available educational materials, any follow-up work must reflect a qualitative assessment of school libraries as instruments of curriculum support.

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PLANNING A SCHOOL LIBRARY SERVICE IN LESOTHO

Lawrence H. McGrath*

It is generally assumed that the country, with its environment and resources, and its people with their aspirations and needs, should determine the education program for a nation. Again, it is held that the schools, pupils and curricula of an education system should be the context for school libraries and school library resource services.

A five-week survey mission in Lesotho, as a school library consultant for UNESCO, in February and March 1978, provided an opportunity for the author to consider these relationships between the country--people--national needs--schools--curricula--libraries--school libraries when planning for an integrated school library service for that nation.

The Tasks

UNESCO, through its General Information Programme asked this Consultant to:

- Study the actual situation of school library services in Lesotho.
- Prepare a plan for the establishment and development of a school library network in Lesotho.
- Advise on the establishment of a model school library (media centre).
- Advise and participate in the training of teacher-librarians.
- Prepare orders for books and equipment to be provided under the Participation Programme: Maseru School Library Pilot Project Service.

The mission was the result of a growing interest in school libraries in secondary and high schools in Lesotho and the strong support of the Lesotho National Commission for UNESCO and its Communications Sub-committee. A significant number of library rooms in high schools had already been constructed with assistance provided by the Government of the United Kingdom. Some post-primary schools had received new library buildings and/or library resources and equipment through the World Bank-funded Training for Self-Reliance Project. The National Library Service had commenced the provision of long-term loan collections of books (usually on a one book per student basis) in secondary/high schools. Clearly, it was a most appropriate time to initiate a comprehensive survey of school library needs and opportunities for development in Lesotho.

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The Procedures

Six basic procedures were used in gathering information, and in seeking the reaction of educators to possible recommendations, before compiling the report and developing the plan submitted to UNESCO.

Two formal meetings were held with the special advisory group set up by the Ministry of Education to assist the Consultant.

Extensive visits were made to schools and colleges in the capital city, Maseru, and in rural areas of Lesotho. Some 18 of 29 high schools, 18 of 31 secondary schools, five of ten vocational schools, and 11 of some 1,080 primary schools, and all major post-secondary education institutions in Lesotho were visited by the Consultant. Over 1,500 kilometers were travelled by road outside Maseru and a flight to the district centre of Mokhotlong in the eastern mountain region undertaken.

All available printed sources of information on education and libraries in Lesotho were studied. However, only eighteen relevant books, reports and papers were identified and utilized.

Discussions were held with the Director of the National Library Service; and meetings arranged with the Minister of Education, the Permanent Secretary for Education and senior officers of the Ministry of Education, and educators in the National University of Lesotho, the National Teacher Training College, and in post-secondary institutions and primary and secondary schools.

A "Survey of School Libraries" form, designed by the Consultant, was distributed to all secondary/high schools and vocational schools in Lesotho. Comparative current data on space, stock, staffing and services of school libraries in Lesotho were provided by those schools completing and returning this form.

In the final week of the mission, the Consultant met individually with the Lesotho representatives of a number of the major donor countries and agencies providing international assistance to Lesotho, including U.N.D.P., the British Council, DANIDA, United States Peace Corps, Federal Republic of Germany and the European Economic Community.

LESOTHO: THE COUNTRY AND ITS PEOPLE

Geographically Lesotho, with an area of approximately 30,300 square kilometers, is a land of mountains--"the star roof of Africa"--the only country in the world with all its land more than 1,000 meters above sea-level. High plains, The Lowlands, occupy the western quarter of the country as do most of the people, the better agricultural land, eight of ten provincial towns and

Maseru, the national capital with a population of about 30,000 people. The rugged, largely inaccessible Maluti Mountains occupy the eastern three-quarters and reach a high point of almost 3,500 meters. The tributaries of the huge Orange River rise here. Lesotho is grassland with very few trees. Of the 1,000 kilometers of road, only some 200 kilometers are sealed and four-wheel drive vehicles are necessary on mountain roads.

Lesotho Airways Corporation, with a small fleet of Cessna and Islander aircraft, serves mountain towns and villages. Herding sheep and cattle on the higher lands and growing maize--mealie--on lower lands and the river valleys represent the major land use. But 150 years of agriculture have produced extensive gully erosion.

Lesotho, formerly the British Protectorate of Basutoland, achieved independence in 1966. But although independent, Lesotho is completely surrounded by the Republic of South Africa. A customs agreement with that country provides the major source of government recurrent income for Lesotho. Chief Leabua Jonathan, leader of the Basotho National Party has been Prime Minister since 1966.

The people of Lesotho are almost all African, the great majority being Basotho and speaking the national language Sesotho. But very many also speak some English as both these official languages are taught in schools. Indeed from year five in the primary school, English is the language of instruction. The estimated population is now about 1,200,000 with a growth rate probably over 2% each year. Two outstanding characteristics are the relatively high rate of literacy and the adherence of over 80% of the people to Christianity with about 39% Catholic, 24% Lesotho Evangelical, about 11% Anglican and some 8% of other Christian denominations. In a mission-developed country, with schools provided by the churches, the link of literacy and religious teaching is obvious.

It has been said that Lesotho's main exports are water and people. About 200,000 people are temporarily absent in the Republic of South Africa--over half on six, nine or twelve month contracts in the mines. Work in the mines provides essential employment for men, many of them landless in Lesotho, and produces necessary income for the nation.

EDUCATION AND SCHOOLS

The Ministry of Education directly controls only one special school. There are some community schools but the vast majority of the schools are owned and managed by the three major religious missions--Catholic, Lesotho Evangelical and Anglican. However, all primary teachers, within establishment limits, and

all qualified secondary teachers are paid by the Ministry of Education, which also administers the National Teacher Training College and provides advisory, support and supervisory services to schools.

Post-secondary institutions include the National University of Lesotho, the National Teacher Training College, the Lerotholi Technical Institute, the Lesotho Agricultural College, the Lesotho Institute of Public Administration, education, ... the principal means proposed to implement the first objective of the (First Five Year) Plan." (Second Five Year Plan, 1975, vol. 1, p. 170). A Primary Curriculum Development Unit has been established as a step towards a National Curriculum Development Centre. However, there is, at present, no advisory or supervisory library or media position in the curriculum development area of the Ministry of Education. Curriculum development is the official, adopted strategy for educational change in Lesotho and there is recognition that the provision of learning materials and media services is essential for the implementation of new curricula.

Children learn to read and receive instruction in Sesotho in junior grades in the primary school but instruction in English (and reading in English) is added in higher grades. Instruction in the secondary/high schools is in English, but Sesotho is also studied in post-primary schools, as is English Language and English Literature.

There is at present, no comprehensive curriculum-related school library service program and no central educational support services to school libraries.

The National Library Service and Schools

The National Library Service, within the Ministry of Education, provides bulk loan collections of fiction and non-fiction books to post-primary schools, usually on the basis of one book per pupil, and advisory assistance and circulation stationery.

At present, the National Library Service has one Assistant Librarian to work with schools, visiting and advising, exchanging books, selecting books, and liaison with teachers. Books are transported in a four-wheel drive vehicle to post-primary schools.

These new, appealing, selected and processed books are a valuable addition to the stock held in post-primary school libraries.

While the National Library Service collection is essentially a general interest collection and is not specifically directed towards the achievement of particular curricular goals or the attainment of identifiable instructional objectives, there is a need to continue the loan to each school of a general interest supplementary collection to refresh the permanent resources of the

library in each school.

National Library Service books in schools represent a potential for service to adults of the community served by the school which could function as a learning centre for the whole community. The school library could serve as a library deposit station for public library service before the later development of public library buildings in larger centers and for an indefinite period in small remote villages.

SCHOOL LIBRARIES

With few exceptions, school library development has not yet begun in primary schools. A wide range of provision of space, stock, staffing and service of libraries is evident in post-primary schools. Most post-secondary institutions have at least commenced library development with the established National University of Lesotho Library holding the country's major library collection (140,000 volumes) and the National Teacher Training College Library (11,000 volumes) planning considerable expansion of the collection.

Secondary/High Schools

Forty-one of 70 schools in this category (namely 18 of 29 high schools, 18 of 31 secondary schools, and five of ten vocational schools) were visited. A survey form was sent to all 70 schools but only a proportion of these were returned for analysis. All available relevant information from the Ministry of Education, including results of previous surveys, was studied.

A feature of many of the schools visited was the enthusiasm and effort of the teachers serving as the "teacher-in-charge of the library," who were attempting--generally with very limited time--to organize the book collections and to make them accessible to pupils.

However, many schools lack adequate library space; have only rudimentary library organization; lack a balanced collection; require massive "weeding out" of unusable books; need a regular infusion of new books each year selected by themselves; and do not yet include periodicals, simple audio-visual materials and a teachers' reference section.

But the major need is for a trained teacher-librarian with time-tabled, assured periods for organization, library classes and other services. A second need is for every class in the secondary/high school to be allocated at least one class period in the library each week together with other opportunities to use library resources and receive assistance from the teacher-librarian.

The numbers, quality, recency, and relevance of bookstock show marked variation from school to school. An urgent task in most schools is to eval-

uate and selectively "weed out" unsuitable books so that the actual number of usable books can be determined.

Some very few schools have begun to develop the library into a multimedia resource center with audiovisual materials and equipment for the library.

Current curricula do not encourage resource-based, research-oriented individual learning and small group activity. The potential of most libraries to contribute to this development has scarcely been touched upon. Similarly, planned integration of resources in teaching and learning was rarely apparent from library activities observed.

Primary Schools

From the schools visited and discussions with a wide range of educators at many levels, there is evidence for the following conclusions:

- Libraries are very rarely found in primary schools in Lesotho.
- Most primary schools do not have even a small organized collection of accessible library resources available for pupils.
- Schools have no funds to buy books and few are supplied by educational authorities.
- Many schools have no shelving or storage for books even if books were supplied.
- Many, perhaps most primary pupils, thus have little opportunity to read much beyond their class readers and student-purchased textbooks.

An essential element for both a viable literacy program and a new curriculum for primary schools--namely an adequate, carefully-selected, organized, accessible collection of books on the pupils' interests and at the pupils' levels--is absent from almost every primary school.

PILOT SCHOOL LIBRARY RESOURCE CENTRES

During the period of the survey mission, two schools in Maseru were nominated as pilot resource centres. Both schools were proximate to the National Teacher Training College.

One school, Mabathoana High School, already possessed a library building and a sizable bookstock and had begun to extend its collection of library resources to include audiovisual materials and some audiovisual equipment. Approximately \$3,000 (US) of an available UNESCO Participation Programme grant was assigned to the enrichment of the book collection by the inclusion of up-to-date curriculum-related resources in specified subject areas and by the addition of a carefully-selected range of basic audiovisual equipment together with samples of relevant audiovisual materials. It was thus intended to

establish a demonstration multi-media resource centre and at the same time to emphasise the relevance of pupil-operated audiovisual equipment in independent learning requiring viewing of or listening to informational materials.

The second pilot school selected was St. James Primary School with an enrolment of 1,200 pupils in 16 classes accommodated in 15 class areas. This school has no Library Room. Recognizing the acute shortage of classrooms in primary schools throughout Lesotho, it was clearly not relevant to establish the primary pilot resource facility as a separate library room. Instead a School Resource Collection was planned for location in one senior classroom in the School, to which it was hoped most pupils could be given access. Some \$3,000 US was provided to purchase steel library shelving and basic reference, non-fiction and fiction books to commence a relevant collection.

PREPARING TEACHER-LIBRARIANS

Many teachers serving as the teacher-in-charge of a secondary school or high school library had attended one or both of two very short courses for these teachers conducted in 1976 and 1977. However, no pre-service program exists for the adequate professional preparation of teacher-librarians for post-primary schools in Lesotho.

The existing three year course for the Secondary Teachers' Certificate at the National Teacher Training College provides for subject specializations e.g. in Home Economics. It was apparent that the most appropriate pattern for the pre-service preparation of school librarians was the replacement of one area of subject specialization by an area of School Librarianship. Using similar school library course content, trained teachers serving in schools could, over two years of vacation and in-service study through the Lesotho In-Service Education of Teachers Scheme, complete the same basic requirement of 360 class hours in school librarianship.

The Consultant strongly recommended to the College that existing courses for all general primary teachers and secondary teachers should include a significant unit of study on the use of libraries and media in teaching and learning to utilize fully the school library resource centers to be developed in schools.

CONCLUSION

While library development has commenced at all educational levels, except in primary schools, in Lesotho there is a need to develop a comprehensive policy and a plan for implementation which will provide for the continuing growth of libraries and library services in all post-secondary educational institutions; support new curriculum initiatives in secondary schools and high schools; promote literacy by provision of some basic enrichment reading materials in

primary schools; and develop a strong School Library Service, closely associated with the planning, provision, organization and evaluation of libraries in schools, within the Department of Curriculum Development.

It was within this context of existing school library provision and central support services in relation to current and emerging needs, that this Consultant developed his Report and Recommendations for UNESCO.

The country, its economic situation, the people, their national objectives, the total needs within the education system, the national priorities assigned to education, the possible funding for school libraries from national resources, and the potential support from donor agencies were among the many general factors which required consideration. The specific results of surveys of school library needs undertaken by the Consultant were interpreted in terms of this unique "national pattern" rather than in comparison with published "absolute standards" of school library provision.

THREE LEVELS OF SCHOOL LIBRARY MEDIA SERVICES IN THE
UNITED STATES (PACIFIC NORTHWEST STATES OF OREGON AND WASHINGTON)

Phyllis Hochstettler*

It is a pleasure to be a participant in this annual conference of I.A.S.L. I attended my first I.A.S.L. meeting in Sydney in 1970 and it was at that time I realized what a significant role I.A.S.L. could play in world-wide library development. I appreciate your making the effort to attend this session on Sunday morning instead of "sleeping in". Your presence is an indication of interest in this important topic which will not necessarily be an inspirational message for Sunday.

At this particular time in the United States we are being asked by school administrators and the community to reassess many of the library programs and services which have been available to students and teachers since the early 1960's. At the same time we are being encouraged to explore related topics such as inter-library co-operation, networks of information and alternative staffing patterns. These all have implications for our topic today.

In the Northwest the concept of levels of services and resources has been a reality since the early 1960's. Pat and I shall be addressing ourselves to the several facets of this concept. Since we come from quite different areas of the United States, our frame of reference will be what we know best. Pat will be concentrating on what is commonly called the Midwest - on such states as Kansas, Indiana and Michigan. I shall be relating to the Pacific Northwest States of Washington and Oregon.

In the 1950's and early 1960's Washington and Oregon had some outstanding people in the audio-visual and library professions. They were people with vision, leadership qualities, and a commitment for placing excellent resources in the hands of teachers and students. One of their ideas which caught on and was implemented was the concept of supportive levels of services, resources, and operations. Since that time national recognition has been given to the concept through the 1975 publication 'Media Programs: District and School' prepared by the American Association of School Librarians and the Association for Educational Communications and Technology. Today I am limiting my talk to the 3 levels most commonly found in the Northwest.

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- Level 1 - Building with School Media Program
- Level 2 - District with District Media Program
- Level 3 - Regional/Education District with Regional Media Program.

Level 1 is an individual school building (either elementary or secondary) that directly serves students and teachers in the learning and teaching process. At this level is a school library media specialist(s) in a school media center. Other appropriate media personnel could be clerks, aides, graphic artist, student assistants, and volunteers. There is a collection of materials circulated to students and teachers, and the program activities respond to curriculum goals, help students in researching, choosing, and using all forms of media, and encourage the pursuit of personal interests.

Level 2 is the district level comprising those buildings in an administrative legal structure. The size may vary from a small district of one high school and one elementary school to a city system which may have 14 high schools and 100 elementary buildings. The district media center is organized and staffed to serve the buildings within its legal responsibility. The staffing pattern depends on the range of services offered but one person with leadership qualities and organizational expertise is designated the head or director of the media center. The range of services varies from offering one or two services like the ordering of materials and equipment for the building to a full range of services which could include:

1. Lending of materials and equipment to buildings
2. Acquiring of materials and equipment for buildings
3. Cataloging and classifying of materials for buildings
4. Processing of materials for buildings
5. Repairing of materials and equipment sent from the Building to the District Center.
6. Printing of forms, handbooks, bibliographies, etc. for buildings
7. Co-ordinating inservice programs needed by building staffs
8. Communicating ideas and information to Buildings
9. Contracting computer services when requested by the Building
10. Providing consultant services to Buildings
11. Arranging for examination and pre-viewing of materials prior to purchase by Buildings
12. Working with Administrators and other District Staff in long-range planning, budget preparation, and evaluation of media services throughout the District.
13. Planning with curriculum leaders in implementation of new programs
14. Developing criteria for the selection of materials and equipment
15. Producing materials and maintaining production facilities

16. Interpreting the media program to administrators and the community.

The rationale for Level 2 is that these back-up or supportive services would -

1. Release the Building Media Specialist from clerical responsibilities in order to work with students and teachers
2. Provide efficiency and financial savings by not duplicating clerical processes in every building, and
3. Make available the leadership necessary for the planning and implementation of quality media programs.

The Director of the District Media Center plays a key role in decision making related to setting over-all goals, analyzing curriculum, developing budgets, and interpreting the media program to the community.

Level 3 is also organized as a legally defined area. The Regional/Education District is the combination of several school districts co-operating together for more efficient services. They are supported financially by combinations of local, state and federal funds. Whatever its organizational pattern, the regional media center exists to provide services which school districts cannot provide themselves. This might include film libraries, sophisticated production services, repair of complex equipment, housing and circulating of very expensive models and kits, and television and radio programs. Often a Regional Center becomes involved in staff development for media personnel and teachers.

The concept of the three levels is a valid one, has worked for us, and has accomplished the objective of providing services, resources, and personnel for leadership roles.

We are reassessing its contribution but where we find weaknesses the fault lies mainly with the media staff and not with the concept. It is obvious that there will always have to be a commitment on the part of all media personnel to ensure good communication and public relations, quality resources, and wise use of money. It is now time to examine supportive services in the Midwest. I would like to introduce Dr. Patricia Beilke, Associate Professor, Ball State University. Thank you for your attention.

DISTRICT AND STATE LEVEL SUPPORT FOR SCHOOL LIBRARY MEDIA
SERVICES IN THE U.S. MIDWESTERN STATES: SELECTED OBSERVATIONS

Patricia F. Beilke*

I am honored to be with you today. On Friday, July 7, 1978, I was surprised to answer the telephone and find myself speaking with John Ward. At Phyllis Hochstettler's request, he asked me to speak about some of the support systems at both the district and state levels in the midwestern part of the United States.

I was pleased with the topics requested, because supervisory services which support the programs of school library media centers at the school level have been an interest of mine for over ten years. In 1968 I was privileged to interview six school library supervisors in the state of Michigan: five of the supervisors were employed at the district and one at the state level.¹

What did I find out in this study? Responsibilities of all supervisors including those associated with planning, personnel, budgeting, coordinating, and evaluation as the supervisors worked with administrators and school library media specialists within school districts.

These supervisors were asked about their work with educational programs. For purposes of this study, an educational program was defined in broad terms as a pre-planned sequence of goal-oriented educational experiences with specific plans for implementation and evaluation. Reports from these six supervisors included a wide variety of programs concerning: (1) materials, (2) facilities, (3) new curricula approaches, (4) additions of clerical assistance, as well as programs to meet students' needs. Over half of the reported programs were financed partially or totally through federal funds.

Now I wish to speak about some of the support services at the district level as I have seen them in the state of Kansas, where I have been working from 1976 to 1978. The state of Kansas has strong leadership at the district level. Some school districts have obtained the services of school library media supervisors to provide leadership in the development of programs at the school level. These district supervisors work with the school library media specialists, administrators, curricula supervisors, teachers, and students to develop:

- (1) policies for the school library media centers as well as the evaluation and selection of materials and equipment;

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- (2) job descriptions for all library media positions within the school district;
- (3) efficient processing and distribution procedures for materials and equipment;
- (4) inservice programs for school library media specialists and teachers; (This is also done for aides, technicians, and volunteers in districts which have these personnel.)
- (5) plans of continuous evaluation of both qualitative and quantitative aspects of school library media programs.

The work of these supervisors has emphasized the development of: personnel, collections of materials and equipment, and priorities for each school library media program at the school and district levels. The Kansas supervisors have worked with administrators to develop grants and public relations programs as well as plans for expansions or modifications of facilities.

Continuous needs assessments have revealed persistent interest in inservice programs which are cooperatively planned, implemented and evaluated with both teachers and administrators. The supervisors meet twice a year to carry out special projects: one of which is a four-phase guide to implement the national standards in Kansas. The supervisors occupy positions of leadership within the Kansas Association of School Librarians (KASL), Kansas Association of Educational Communications and Technology (KAECT), Kansas Association of Supervision and Curriculum Development (KASCD), and the Kansas Library Association (KLA). The state school library media supervisor, Mona Alexander, is the immediate past president of KASL.

In Indiana, the state to which I moved in June, the state supervisor² writes grants for library media training programs and networking plans within that state. The school library supervisor's office has conducted a study to ascertain what services are desired by school library media specialists and is continually planning programs to meet these needs. The state supervisor's office in Indiana has responsibilities for three areas: (1) instructional media, (2) broadcasting (including radio and television), (3) the federally funded program known as Elementary and Secondary Education Act, Title IV-B.

Although all of these activities sound commendable, I wish to remind you that each of the states in the Midwest, as well as the U.S., has many developing situations. There are many elementary school programs which need the services of trained school library media specialists and many school districts

which need to obtain the services of district supervisors. Many supervisors' offices at the state level need additional professional and clerical personnel. Increased skills in planning, supervising and evaluating are needed to meet the challenges of the 1980's. These challenges include prioritizing needs at a time when student enrollments are becoming smaller, fewer teaching positions exist, tax funds are diminishing, and curricula emphases are returning to basic skills.

Evidence of how the trends of less human and fiscal resources have affected school library personnel was offered to me by Pat Slocum,³ consultant for school media services from the state of Michigan. Slocum indicates that some Michigan district level supervisors who possess academic backgrounds in curricular areas have assumed the role of Director of Curriculum for their respective school districts. Unfortunately, positions of school library media specialists have been lost at the middle school and elementary levels in Michigan.

Before discussing an innovative project in Michigan, please permit me to digress to explain the structure of school library media services in that state. Each of us is aware of the school and district levels which are common in the United States. In addition, Michigan has Intermediate Districts which have regional educational centers that provide media services (including the distribution of 16mm films and other specialized audiovisual materials). The administrators of these library media services may be either school library media specialists or audiovisual specialists depending on how the services were originally developed. Only in four instances are the governmental units known as counties, subdivisions of the state, the same as the service area of the Intermediate District. Wayne, Oakland, Macomb and Saginaw are the four counties whose boundaries are the same for the Intermediate School Districts. The other Intermediate Districts serve two or more school districts (the population of the school districts being a determining factor for how many are served by each Intermediate District). At the state level, the Michigan State Library is a unit within the Department of Education as is the office of the state school library media supervisor. In some other states of the Midwest as in most of the United States, the State Library is a governmental unit separate from the State Department of Education in which the state school library media supervisor's office resides.

Slocum indicates that an innovative project concerning information dissemination, administered by the state library media supervisor for Michigan, Mary Ann Hanna, has been funded by the National Institute of Education. The purpose

of this innovative project includes the development of an information data bank. Human resources, which include knowledgeable persons at both the local and state levels, will be listed in the data bank. In addition, the data bank includes exemplary projects supported by local, state or national funds. Although there may be some overlap of Michigan projects which appear in the Educational Resources Information Center (ERIC) system, many Michigan local projects not reported in the national educational data system will be available for use of Michigan educators. This innovative Michigan project has also developed a monthly calendar of state-wide meetings, including information concerning persons to contact. These calendars are sent to the regional media centers and to school districts with district level supervisors. This Michigan project will perform searches of ERIC and many other data bases with on-line time charges to the users.

The Michigan project is designed to be implemented in three phases. The first phase concerns work with the Department of Education staff. The second phase involves training of media specialists and audiovisual specialists to become "linkers" at the Regional Education Centers which are administered by the Intermediate School Districts in Michigan. The third phase involves the training of media specialists at the district level to become "linkers". "Linkers" are media specialists with special training concerning reference interviews and search strategies. Ideally, a "linker" will be able to interpret the information needed by a user of this Michigan information dissemination system to the searcher and interpret the information located by the searcher to the user.

In Kansas, a state with two separate units at the state level, there exists an innovative project which is federally funded also. It is the Kansas Educational Dissemination System (KEDDS). The dissemination of information is administered by librarian Nancy Flott. The data bank of this system includes innovative projects throughout the state of Kansas and lists of local and state educational consultants. The KEDDS system will search ERIC and other data bases for educators at no charge to the user. Another component of the KEDDS system provides research consultant assistance to individuals or teams of persons within school districts who request assistance in writing grants.

While discussing innovative projects which provide information through data processing, I would like to direct your attention to the application made of data processing at the district level in the Portage School District in Portage, Michigan, where Judy Steepleton is the school library media director. The Portage School District is processing materials for that district through

information provided by the Ohio College Library Center (OCLC). In conclusion, I wish to emphasize that although data processing services, such as those discussed above, as well as the inclusion of school library materials in the bibliographical data banks of regional networks, are increasing the information services available to school library media users, I do not think these developments are the only important trends in improved services.

Equally important and, perhaps having more direct impact on the nature of school library media services, are the trends of developing written goals and objectives for school library media programs, as well as the using of advisory committees of teachers and students to develop the goals and objectives and to prioritize them. In addition, school library media personnel are working with teachers within school districts to develop lists of basic library media skills which need to be emphasized at the various levels of learning from kindergarten through the twelfth grade. The increasing emphasis on basic skills in school curricula has created an atmosphere conducive to school library media services are contributing to the learning of required basic skills. A third trend, in my opinion, is that of developing systems of continuous evaluation of services to users. Increasingly this is taking the form of cooperative planning with teachers to provide the best possible library media experiences for their students, whether the experiences occur in the media center, the classroom or in another agency in the community.

Alice Fite,⁴ Executive Secretary for the American Association of School Librarians, American Library Association, adds her greetings to those of the state consultants from Indiana and Michigan. She reminded me that there is one person to contact concerning state school library media services in every state but Massachusetts. At the national level for the past year and a half the American Association for School Librarians (AASL) in conjunction with the American Library Association (ALA) has been conducting discussions with congresspersons. These discussions have been about possibilities of legislation to fund the employment of additional school library media personnel at the state level.

Fite also indicates the existence of the National Association of State Educational Media Professionals. This association's members are the state school library media supervisors and their consultants. The association has a constitution and dues. Meetings are cosponsored by AASL at the annual American Library Association Conferences. Each year an additional meeting, away from ALA, is held, the last being in Des Moines, Iowa. Activities which typically occur at the meetings of these state supervisors and consultants include:

1. Sharing mutual concerns
2. Meeting developmental needs (An example is when one state's

consultants wanted to initiate state standards for media personnel, consultants from other states were contacted to obtain guidelines and advice concerning recommended ways for developing the desired standards.)

3. Listening to special presentations geared to their needs, e.g. the implications of changes in the copyright laws.
4. Discussing current trends, e.g. the states with media specialists who possess teaching credentials are going to find that these media specialists will find it easier to retain their positions than the media specialists who qualify for their positions with only a few hours of education courses
5. Reviewing certification proposals.

In summary, many types of support are provided at the district, regional, and state levels for school media programs in the Midwest. At all levels skills in planning, coordinating, and evaluating are needed by school library media specialists in working with administrators and users to devise effective and efficient patterns of service. Knowledge concerning (1) educational applications of data processing, (2) refinements in designing library skills programs, and (3) methods of supporting decisions through continuous evaluations is needed to justify and expand school library media services to meet the educational challenges of the 1980's in the Midwest.

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THE AUSTRALIAN PERSPECTIVE:
LIBRARY SUPPORT SERVICES IN THE A.C.T.

Pam Pitkeathly*

Until 1974, the N.S.W. Department of Education provided teachers and curriculum services for A.C.T. schools, whilst the Commonwealth provided school buildings. From the beginning of 1974, the Commonwealth Department of Education assumed the responsibilities for A.C.T. education previously undertaken by N.S.W. and these were discharged by an Interim A.C.T. Schools Authority. Thus the recommendations of the Hughes Report¹ were accepted and a 10-member council assumed responsibility for education in the A.C.T., reporting to the Minister for Education. Through the seven-year period from the Currie Report² and the separation from N.S.W., education in the A.C.T. was the subject of keen debate both in public and in private. This interest on the part of the community played a significant part in shaping the new education system.³

The A.C.T. Schools Authority Ordinance was not passed until December 1976. A fifteen member council is responsible for policy-making. This council is made up of the Chief Education Officer, who is its only full-time member, and representatives of parents, teachers, the Canberra Pre-School Society, the A.C.T. Legislative Assembly and the Minister for Education. Administrative support for the Authority Council is provided through the A.C.T. Schools Office, and community participation comes through representation on the five standing committees of the Authority.

The Authority Council delegates to school boards the responsibility for determining educational policy and practice. A school board is usually made up of the Principal, two teachers, three parents, one Authority nominee and two students, with the school's registrar acting as secretary for the board (in secondary schools). Thus there is a great deal of autonomy at the school level in A.C.T. education.

Support for school-based curriculum development is provided through Curriculum Branch, which supplies consultants, or curriculum advisers, a wide range of in-service courses for teachers, and often special courses for parents and school board members.

The history of expressed need for school library support services is almost as long as that for a separate education authority for the Territory. Some

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support was available through the N.S.W. Department of Education's Library Services, and, as a school librarian new to the A.C.T., I was very grateful for their assistance. However, the local professional association was keen to see established central library services similar to those available to schools in other Australian states. A working party was set up in 1974 to receive submissions on the need for centralized services for school libraries in the A.C.T. and to make recommendations on this matter. After five formal meetings, a draft report was compiled and referred to a smaller committee for completion. Unfortunately, the group's final report was not made available until November, 1976. In the time that had elapsed, the direction of educational thought had firmed more towards community participation and decentralization and these developments were not reflected in the final report of the working party. The Schools Authority set up a small committee to collate the comments on the published Report, which was circulated to all states. Forty-three replies were received from the circulation of 240 copies. The Committee, which included a public librarian, two secondary school librarians, one primary school librarian and the consultant in school libraries appointed in 1976, reported that most respondents wanted to see established a central library service which could provide cataloguing services, and an extension of the advisory services and bibliographic services being provided by the school libraries consultant. The Schools Authority Council resolved that a central library service would be established along integrated lines, so that library services were dovetailed into existing curriculum services and that standards recommended by the Australian Schools Commission for adequate school library services would be adopted by the Authority. The Working Party Report was accepted by the Minister in May, 1977, with the request that the Authority investigate the possibility of sharing resources with TAFE.

In the meantime, the Australian Public Service Board had rejected the structure for centralized library services proposed in the Working Party Report and had requested the Schools Office to plan for a more logical structure that would integrate the proposed services with those already being offered to schools. Thus a structure has been advised for the provision of total media services to schools in the A.C.T.

Administrative structure

Curriculum Branch in the A.C.T. Schools Office is headed by an officer of the second division of the A.P.S. who has experience in education. The Branch consists of three units, each of which is headed by a principal

Curriculum Advice
 Curriculum Resources
 Education Programmes

Curriculum Resources Section is responsible for providing integrated media services to A.C.T. schools. The Consultant-School Libraries position has been transferred to this section from Curriculum Advice. Thus the present position is that the units are headed by teachers under the administrative direction of the Principal, Curriculum Resources. The exception at the moment is the lending library, which is staffed almost entirely by the Australian Public Service. It is hoped to increase the teacher-librarian component of this unit in the future, when more of the technical services needed by school libraries will be undertaken by the central service. Top priority has been given to the establishment of a teacher-librarian position so that field advisory services can be maintained. At the end of 1978, Educational Media Services will be housed with the other units at the Canberra Teaching Resources Center, Stuart Street, Griffith, A.C.T., and we are sure that the benefits of a total media service to schools will become obvious when all are located together.

Support services for school libraries

Lack of staff in School Library Services has determined the approach to support services. A co-operative, self-help approach is the only viable way whilst I am the entire staff of the unit, and so field services have tended to stress the collegiate approach. School librarians from overseas have been struck by this feature of the A.C.T. system and have taken the idea of regional meetings of school librarians back to their countries.

Regional meetings came about because of the geography of settlement in the A.C.T. and because newly established schools were experiencing problems common to all others at a similar stage of development. Notable results were obtained by the teacher-librarians of the Tuggeranong and Ginninderra regions who worked in co-operation in buying, processing and promoting library materials. Since these beginnings, other regions have worked together on a regular basis. From my point of view, the interesting thing is the diversity of approaches among the seven regions; no two are alike, but all appear to be functioning well. The most obvious example of this comes in Children's Book Week, when magnificent displays are mounted on a regional basis. Both government and non-government schools contribute to these displays, as do the pre-schools in each area.

Staff development is given a high priority. Several courses are offered each half-year, and these have ranged from "microforms" to "Mums in the library".

Emphasis is given to short courses for teachers wishing to keep abreast of new developments in their field and to courses on topics suggested by teachers. Although evidence of attendance at in-service courses is desirable for promotion, these courses do not carry credits for academic studies. Such courses are available to A.C.T. teachers at the Canberra College of Advanced Education and close liaison does occur with this institution. Staff development at the school level is becoming more popular in some parts of the A.C.T. School Library Services gets involved in school staff meetings and in school planning conferences, as well as the more usual advisory services by telephone or by school visits.

Communication is assisted by the publication of the A.C.T. School Libraries Newsletter ten times each year. This is a low-key publication which makes no claim to literary fame; it does appear to be valuable in keeping teacher-librarians aware of current developments in the field. Reviews of materials received from publishers are also published twice a year. In keeping with the co-operative spirit, teacher-librarians, family and friends are all pressed into reviewing books and kits. Whilst such reviews can be published quickly, we will continue to do so, for we cover curriculum materials as well as the fiction titles reviewed in the more sophisticated journals.

Consultancy services to other sections in the Schools Office Planning of school buildings occurs some five years ahead, a fact which has often led to embarrassing situations in recent years when the demographic projections have failed to eventuate. I get involved in planning for school library facilities, but unfortunately it is often only at the problem-solving stage. The real test of effective involvement of teacher-librarians in provision of library facilities will be the completion of Charnwood High School in the early '80's. In the meantime, multiple use of plans for schools does mean that design faults are also multiplied. However, the A.C.T. does not claim to have a monopoly on this practice - we have some excellent examples of "architectural unawakening" in library facilities near the A.C.T.! A more rational approach to the provision of library service has been obvious in the planning for joint service to the school and the community through the Wanniasa Community Center, which is scheduled for 1979. This approach has developed because of the interest and concern of individual librarians and teachers who are determined that joint service need not be doomed to failure.

The other area of planning which concerns me is finance for school library collections. This, of course, involves the whole question of standards for school libraries. In October 1976 I conducted a survey of government schools

in the A.C.T. This survey revealed that only six A.C.T. schools reached the level of library stocks in N.T. schools. The implications for funding were alarming, to say the least. A scheme for the upgrading of school library collections was devised. It was based on the need to convince those who administer finance rather than on the individual needs of each of the ninety schools in the A.C.T. (The equal number of pre-schools get no funding for library.) However, the scheme did take into account the need to maintain bookstocks, to develop the library collection and to cater for non-print materials in the school library. At present the scheme is before Cabinet and no outcome has been announced. In the current economic and political climate I feel we cannot be very optimistic.

Liaison with other libraries and library branches in other states is a function of A.C.T. School Library Services. In this respect, I have been glad to experience the help and encouragement of my colleagues in other states. Being the last territory to establish library services, A.C.T. has the opportunity to avoid some of the problems which developed historically in other places, and to incorporate new practices in both education and librarianship. Because of its concentration within a small area, A.C.T. has problems different from other states or territories with the same number of clients wanting library services, but the problems are no less real to the customer or to the planner. We share the problems of film loans and budgeting for them, the demands of school-based curriculum planning and the lack of support staff to work with professional teachers and librarians. Nevertheless, a small system does have some joys. In Canberra, we are ideally placed for liaison with the National Library, a large public library service and a variety of special libraries. In some respects, the A.C.T. school librarian is never far from professional advice; the proximity of large institutions does place some responsibility on the teacher-librarian to ensure that his or her organization of resources is compatible with national standards, for the clients of the library can easily make comparisons!

Perhaps I should mention here that the lending library for all A.C.T. teachers works closely with School Library Services. This library contains some 20,000 items arranged in Dewey Decimal Classification order and it makes a valiant attempt to integrate all materials, regardless of medium. It tries to acquire curriculum materials too expensive for individual schools to purchase and it houses a significant collection of audio-visual items. As about 80% of acquisitions are non-print items, the library has offered to co-operate in any national cataloguing scheme, so it has become important to keep in

touch with both national developments and local practices.

The production support services are offered to schools through the EMS, who work closely with curriculum advisers and the schools. We look forward to having EMS join the library and advisory units in our new premises at Griffith. Staff development organization is undertaken by a special section, also housed at Griffith. School Library Services suggests courses, resource persons, conferences, and the administration of these is handled by Staff Development, although I may be involved in the actual presentation of courses for teachers, librarians or parents. An interesting project at the moment is the planning of a submission for a residential conference for school librarians later this year. Teacher-librarians are working out a three day programme that will attempt to keep morale high at the school level, if the project is funded.

Canberra's central location has probably been a contributing factor in my involvement with various bodies such as the Canberra College of TAFE, which has just introduced a course for library technicians, A.A.C.O.B.S., and of course the planning committee for the LAA 20 Conference, to be held in Canberra in 1979. Through my involvement with these bodies, local teacher-librarians have been informed about developments in the library field and have actually been able to contribute to planning.

So you will see that a small system has some advantages, as well as the more obvious disadvantage of lack of scale. The strength of support services for school libraries in the A.C.T. lies in the co-operative approach, which in turn depends on the ability of teacher-librarians to perceive the needs of the system as a whole. Their willingness to pitch in and co-operate with others has made it possible to give support in many ways that would not have been possible in a formalized structure.

My advice to developing organizations would stress the need to tailor support services to the individual system and its particular requirements; to build on the strengths of the organization and to foster the professional and social development of its members. Good luck to you all.

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A.C.T. SYSTEM'S EXTERNAL CONSTRAINTS

(Dr. Beare)

1. Dept. of P.M. & Cabinet (staffing levels)
2. Dept. of Finance (money & controls on it)
3. P.S.B. (positions, organizational patterns)
4. Dept. of Education (advising Minister for Ed.)
5. Dept. of Capital Territory & A.C.T. Health Commission
(services, policies which may impinge)
6. N.C.D.C. (planning, etc., of schools)
7. Dept. of Construction (maintenance)
8. Dept. of Administrative Services (office accommodation)
9. Commissioner of C.T.S. (career patterns, salaries)
10. Minister for Education (direct S.A. to act; disallow its decisions)

LIBRARY SERVICES, N.S.W. - AN ASPECT OF SUPPORT SERVICES FOR SCHOOL LIBRARIES IN NEW SOUTH WALES

Joyce Fardell*

Background

In New South Wales all primary and secondary schools with an enrollment of more than 176 pupils have the services of a teacher librarian on a full or part time basis, with the full time teacher being appointed when the enrollment exceeds 600 pupils. With the enrollment 961 pupils a second teacher librarian is appointed on a part time basis until the enrollment reaches 2,000 pupils when the second teacher librarian is appointed full time. It should be mentioned that the number of primary schools with 2,000 pupils is few.

All secondary schools have a teacher librarian, so that the total number of schools with the services of teacher librarians is over 1,350.

Library Services as part of the Division of Services

Library Services, New South Wales, which has a staff of 38 is part of the Division of Services, a functional division in the Department of Education. The other segments of the Division of Services are:

- * Teaching Resources, which develops and distributes learning resources and conducts a film lending library, and now has videocassettes. Teaching Resources through its committees also appraises commercial audiovisual software.
- * Inservice Education which conducts and develops courses, particularly for school executive. At present Inservice Education is playing an active leadership role in developing courses to meet the needs of teachers. Using a task force approach, their role is to develop courses which will later be conducted within each region by education consultants thoroughly briefed in the courses aims and objectives. One such task force is described below.

Task Force on School Libraries and Curriculum Development

The Director of Services' policy is for one of the Heads of a section to chair a Task Force group and as Head of Library Services I am chairwoman of a task force working on the theme of interpersonal skills and have been chairwoman of a task force working on School Libraries and Curriculum Development.

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Our purpose was to assist primary and secondary schools to make the most effective use of library resources in planning, implementing and evaluating curriculum, and in carrying out this purpose we wanted to show how library resources should be involved at all stages of curriculum development, not just at the implementation stage, as so often is the case.

In working on the task force we used resources in the sense of

- * print and non print materials
- * equipment
- * people
- * time
- * space

The instruments designed are to be used as within school activities to involve the whole school. While parts may be used with a grade or subject faculty, it is important that the final experience should be shared on a whole school basis. The instruments prepared include:

- * Role perception instrument, which looks at how the principal, teachers, including the teacher librarian, see each others role in regard to the library and particularly what each expects of the other. Use of this instrument should highlight how conflicting perceptions may interfere with the working of the library.
- * Systems analysis of the ways by which curriculum can develop within a school. Each stage of the analysis looks at steps that may be needed for curriculum planning, implementation and evaluation and suggests possibilities as to the people involved. Those using this instrument work in small groups working out the steps, their possible order and the people involved. There is no right or wrong answer and much of the value of the instrument lies in the negotiation that takes place within the group as the steps are discussed.
- * Discussion of procedures that could be followed in linking resources with a specific unit of work. While this does not give the answers, it asks questions which are designed to help participants assess their own practices.
- * Action plan by which ways will be suggested to resolve situations. The participants will start with a problem and be taken through

until they can make resolutions about what can be done to resolve the problem which may have arisen.

To assist consultants using the modules of this task force we are using as examplers two videocassettes produced by Library Services: The Secondary Teacher and the School Library, and The Library Programme K to Year 6 as well as a Slide/Sound set on infants involvement in the school library as well as an annotated bibliography.

Library Services and its functions

The services offered by state library support services are probably very much alike, they vary in degree. Some states, for instance are more advanced in the central cataloguing services that they offer, whereas we in New South Wales have been trying since before 1966 to establish a viable central cataloguing card service and our lack of success makes us extremely frustrated. However, my task is not to expend my frustrations on you but to give a positive view of what we attempt to do.

1. Consultancy services to schools. New South Wales is divided into eleven regional directorates and the trend is for the appointment of Library Consultants on a regional basis. At present four regions have their own Library Consultant but it is expected that this number will grow. The appointment of Regional Library Consultants has meant a change in the role of Library Services, which is now concentrating on activities better performed from a centralized agency rather than concentrating on school visits, as was the case some years ago. It is felt that school visits are the province of Regional Library Consultants though we do assist the consultants when invited to do so. Quite a deal of the work we do in schools, however, is concerned with advising on modifications to and re furnishing of older libraries. I, myself, spend quite a deal of my time in the field with architects and School Building Research and Development officers evaluating the design and furnishing of new libraries.
2. Consultation policy makers. We advise policy makers on matters concerning school libraries, but it is also our responsibility to support the decisions of the policy makers. When, for instance, teacher librarians were appointed to cater for primary children from Kindergarten (that is five year old) to Year 6 we supported this policy by issuing a paper on One Library Service for the Whole School, providing a slide/sound set on possible activities in the library for younger children and participating in a series of inservice courses on the subject.

3. Publications are an important part of our work and we have produced notes on various aspects of school librarianship as well as bibliographies which include:

- * Children's Book List - an annual publication
- * Secondary Booklist Non Fiction for Years 7-10
- * Primary Book Fiction for Primary Schools
- * Library Books for Children with Reading Difficulties
- * Picture Material for Primary Schools
- * Children's Fiction Annotated

Our Central Cataloguing Bulletins provide cataloguing information for copying and are most useful for this purpose if used as a selection aid first.

Audiovisual resources produced by Library Services have been mentioned as exemplars for the task force but in addition we have videotapes on Book Repairs and Processing and It's Story Time, featuring Spencer Shaw - a videotape we hope to redo when Spencer Shaw visits Australia this year.

4. For small schools in the state, that is those with an enrollment of under 180 pupils we offer a Small Schools Box Library, from which the schools can have a box (containing 30 books) or a carton (containing 60 books) for a term. There is no charge to the school and schools using the service have a selection of fiction and books of recreational interest for a term.
5. Inservice work occupies much of our time and we offer a variety of courses.
- * short very basic courses for untrained teacher librarians
 - * 'seasonal' schools of ten days duration which concentrate on a theme, such as Literature and the Reading Programme
 - * short inservice courses of one, two or three days. These courses are made at the request of teacher librarians and for the last year demands have been for courses on learning skills, aspects of children's literature, library promotion and display and aspects of cataloguing.

An important part of our work is to support Regional Library Consultants, and, as mentioned, we may visit schools at their request. We also make it our aim to hold a conference of consultants each year, using the time for exchange of ideas and discussion of developments in school librarianship. Such conferences add to the professional development of Regional Library Consultants as well as that of the officers of Library Services.

There have been moves towards community libraries in New South Wales, our biggest project being the library to be built at Minto. This library is designed to serve the schools on the campus as well as the general public in a way that one person describes as "continuously and contiguously", so it is expected to be open to the public during school hours. There are several services functioning now, which could be best described as after hours services for members of the public, for instance, at a small school (enrollment of 196) at Bundeena (a community with a population of about 500) the public can, if they wish use the library during school hours, though the hours of use for the public are from 3:00 p.m. to 8:30 p.m. on two evenings as well as Saturday morning.

The work of Library Services can be summed up as

serving schools

serving school people

serving regions

serving people

CENTRAL SERVICES TO ISOLATED SCHOOLS
A NORTHERN TERRITORY VIEW

Gil Jennex*

The Northern Territory is Australia's last frontier.

I will begin with some N.T. statistics to illustrate this point: Size: 1,000 miles from north to south; 500 miles from east to west. Population: 95,000 to 100,000 people. Urban areas: Darwin, the capital, has 48,000 to 50,000 people, which is half the total population.

Alice Springs: the next town has 15,000 and is 1,000 miles from Darwin. Four other towns have around 2,000 to 3,000 people each; two of these are owned by mining companies and are not reachable by road transport.

There are 135 schools, both private and government, scattered over this vast area. 80 of these schools, i.e. $\frac{2}{3}$, are schools for pure blood traditional Aborigines - all but two are isolated from urban areas and from each other. Sixty of the 80 ($\frac{1}{2}$ the total) are one and two teacher schools, mainly on pastoral properties, with as few as 12 children.

Library space in the N.T. large schools are equal to the Australian average; the small schools have metal cabinets or a library area.

Any central media service has to face these two facts of life:

1. vast geographical distances - from Darwin and between schools;
2. the cultural diversity of the N.T. population - there is the Aboriginal people; $\frac{1}{3}$ of the Darwin population is Greek, Italian and Chinese.

Communication with and transportation to and from these schools is often erratic: radio phones, air service (weekly, when strip is dry), pastoral property supply runs, chartered aircraft, visits by education officers etc. are a few of the means of contact. Some schools have no road contact at all; others only by road for part of the year.

The above factors of isolation and cultural diversity dictated our approach to the type of central services offered. These services were begun seven years ago therefore we are not bound by history and tradition. Other factors influencing our approach to a central service were the lack of local facilities so we had to do it ourselves and the Territories young transient population.

Our central service is a media service; it is a resource service which includes: library services, AV or technical service, and a production service.

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Our lending service has to meet the needs of schools 1,000 miles away; it had to serve teachers who have never been to Darwin. So we produce annually detailed annotated catalogues for our 10 plus lending formats. In this way all teachers know what is available. When staff and time permit these catalogues will be integrated. This service is very important to our small schools which have very limited resources.

Our technical repair service has to handle all AV hardware repair facilities and because of the distances between schools and existing repair services. All hardware comes to Media Services where it is repaired or jobbed out. When the latter happens, the item still comes back to us for checking and despatch. We repair all video equipment and 16mm projectors.

We had built to our specifications a Media Mobile. It is designed as an extension of our central services to isolated schools, especially small schools. It is built on a bus chassis, has two beds, shower/toilet, stove, fridge, sink, and has its own water and electrical supply and is air conditioned. There is work bench space for three to sit comfortably, but six can function in such activities as AV software production, film viewing, photocopying, audio tape services, etc. The media mobile is staffed by two persons - a teacher-librarian, a technical officer or a curriculum officer. The teacher-librarian will organize collections, give library lessons, give storytelling lessons, demonstrate AV software production, do simple AV hardware repair and maintenance etc. The technical officer will clean and repair all AV hardware. In 1976 the mobile did 13,000 km and in 1977, it did 19,000 km. Imagine yourself as the only European on a small Aboriginal settlement, living in a hot caravan - and up comes this Media Mobile with food, beer, air conditioning and hospitable occupants. It is said that from a social point of view the Media Mobile is a success. Our aim is for it to visit all schools in the Alice Springs, Katherine and Tennant Creek areas at least once per year.

We offer southern firms display space in Darwin and Alice Springs - if they will send the display and a representative. We are able to mount 4 or 5 good displays each year as a result. For three years now we have been using the Media Mobile - the display is put on in Alice Springs, then transferred to the Mobile for the trip to Darwin visiting all the schools along the 1,000 mile journey; another display awaits in Darwin for the return trip.

To just teach and exist in these isolated schools is a feat in itself, so Media Services secures free materials, publishers catalogues, book lists etc. in bulk and then mails to the schools.

There is an annual library allocation on a per capital basis specifically

designated for library software purchase. Selection is entirely up to the school - with such isolation, diversity of population, varied school programs (e.g. the bilingual program), etc. there is no way a central choice can be made. Media Services sends recommended lists, reviews, catalogues, etc. in order to give teachers and teacher-librarians as wide a choice as possible. We oversee the allocation spending and keep an account of funds committed, and follow up queries from suppliers, especially for the small isolated schools. We have two teacher-librarians who are responsible for the library problems of the small schools. They visit each school at least twice per year (often on the Media Mobile) give assistance in preparing library allocation lists, and centrally process the software, which, for small schools only, comes into the central office from suppliers before going to the school.

We have a regional center in Alice Springs for the schools in the area; its strongest service is a production facility, but it does have small lending and reference collections. All schools there can also borrow from the central collections in Darwin. We support financially a resource component in the Teachers Center in Tennant Creek.

We have had to train our teacher-librarians because there are no training facilities for teacher-librarians in the Territory. To be a teacher-librarian in the Territory you have to be a trained teacher acceptable to the Commonwealth Teaching Service and have the equivalent of a minimum 12 weeks full-time librarianship training. For the last five years we have run the 12 week course. This year it has been expanded to 17 weeks and is the first semester of the Kelvin Grove C.A.E. diploma in teacher librarianship. It is a joint endeavour between Kelvin Grove, the Darwin Community College and the Department of Education which funds and co-ordinates the course as well as supplies some of the lecturers. I would like to emphasize here that our deal is a teacher-librarian fully qualified in both professions - teaching and librarianship. The above is only a stop gap till the ideal can be realized.

For the past five or six years we have been sending teachers south, mainly to the Melbourne State College for the full year training in teacher librarianship. These persons are the backbone of our teacher/librarianship force. All our large schools are entitled to a full-time teacher-librarian, but despite our training program over the years, we just manage to break even in European schools and are always short five or six teacher-librarians in our large Aboriginal schools. The result of our young transient population. All government secondary schools are entitled to three teacher-librarians.

Our training program also includes a course designed to train Aboriginal

library aids for large Aboriginal schools. We are presently running our third such course. It lasts eight weeks and includes typing.

Our training course for teacher-librarians is a media services course with librarianship, media technology and media production. Our advisers and consultants are versed in all three, so all media or resource queries at the school level can be handled by one person. The library adviser may be the only visitor to an isolated school in the year.

Catering to the cultural diversity is our most difficult task and where I feel we fail because so much is produced for children from middle class European society and so little for a child from a traditional Aboriginal society. We do however:

- aid in the production of locally produced materials;
- prepare lists of and purchase books and films without words;
- secure as much cross cultural material as possible;
- secure as much TESL material as we can;
- prepare lists of remedial type books which might be suitable in Aboriginal schools;
- assembling a lending library of Italian and Greek children's books.

As a closing note. This year is Victoria's 123rd year of self government; tomorrow, 31 July, will be the anniversary of the Territory's first month of self government. On 1 July, self government came to the Territory, however, education remains under Canberra till 1 July 1979. In Darwin I am involved in the discussions concerning the form our 'state - type' library system will take. So we in the Northern Territory are on the threshold of a new era in librarianship, in school and out.

LIBRARY SERVICES TO REMOTE SCHOOLS IN QUEENSLAND

Val Palmer*

Remoteness usually refers to geographical isolation. In Queensland, isolation does not occur merely in terms of 'as the crow flies' distance, nor indeed in terms of road distance. Distance is compounded with climatic factors - the annual wet in which the fine dust of the winter months turns to impassable mud. During this cyclone season, access to many locations, particularly islands, is disrupted, and there are approximately twenty schools located on islands in Queensland. Add to this some other natural phenomena - flooding, bare rock, bulldust locust plagues, even caterpillars - which can effectively disrupt and delay transport, and you have an indication of some difficulties which may arise.

The difficulty of communication to and from remote areas was clearly illustrated in a letter which said:

'Thank you for your letter dated 8.3.78 which I received on 24.3.78... Would it be possible for you to phone (the company concerned)? If I attempted this, the expiry date... would negate my grant allocation. Needless to say, we are not connected to the mainland by telephone.'

There are a few schools without telephone services, and many do not have daily mail services. Several are without mains electricity supply, relying on their own generators. The difficulty of communication to Brisbane was one of the reasons for the program of decentralization of the administration of education in Queensland. This has resulted in many positive benefits for schools, including, in 1972, the appointment of regional library advisers to give direct assistance, working from regional offices rather than a head office in Brisbane. Even given decentralization, there is still significant isolation from educational facilities and services readily accessible in larger centers.

Cairns, in northern Queensland, with a population of about 40,000, is the nearest large center for many remote schools. Cairns is as far north of Brisbane as Melbourne is south, and if Brisbane is regarded as a 'branch office town', where schools have difficulty ordering and receiving materials

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from southern centers, how does the teacher in Cairns fare? These are not always very small schools, like Mount Surprise with only 13 pupils, 288 km southwest. Bamaga, at the tip of Cape York Peninsula has an enrollment of 284 pupils, Kowanyama, 400 miles west of Cairns, has 211 pupils, both primary and secondary. Pormpuraaw, 640 km northwest of Cairns has an enrollment of 93, while Coen, 600 km north of Cairns, has 63 pupils.¹

Pormpuraaw State School, formerly the Edward River Mission School, has a proportion of approximately 95% indigenous pupils, and a bilingual program, initiated in 1973, is conducted in English/Thaayore with the help of Aboriginal Assistants. As no road access is possible from October to July, due to the monsoonal rains, use is made of Bush Pilots or air charter services. Four wheel drive vehicles or trail bikes are the only viable means of private transport.

North of Cairns there are several schools in the vast Cape York Peninsula. The railway goes no further than Cairns, and reliable roads only a little further to Mossman. Beyond this point, conventional drive vehicles cannot be recommended and most transport for any distance is by air or sea. Apart from primary and high schools on Thursday Island, fourteen smaller schools are located on other islands in the Torres Straits. Much of the administration of these schools is coordinated by a Group Principal located on Thursday Island. Access to educational materials, facilities and services for the island schools is organized through the Group Principal whose local knowledge of the unique situation of these schools is essential.

Given the vastness of the state of Queensland and the comparatively undeveloped nature of many of the remote areas, and the variety of situations within these, there is a tremendous challenge in attempting to establish services and programs which are creative, responsive and relevant to schools.

Broadly speaking, the implicit aims of education in Queensland may be stated as follows:

To develop the intellectual, emotional social and physical growth of each child; and to enable the child to take up his responsibilities in a mature and creative way within a society in which culture is conserved, transmitted and renewed.

These aims indicate that education is seen as a social activity, within a social context, the processes and outcomes of education being influenced by its society and in turn influencing that society.

Supporting these aims, the more specific objectives of library and resource services have been:

To develop and implement programs of library and resource usage which support, enrich and extend the learning experiences of children; and to develop such services at the district, regional and State levels as well as provide leadership, support and assistance to schools programs.

In more detail, we are concerned not only with the provision of resources and facilities, but in their use. Regional library advisers and teacher-librarians become involved with teachers in planning teaching and learning activities and contribute greatly in assistance with selection or production of resource materials for use by either children or teachers. They are very much involved, in a cooperative way, in curriculum development at the school level. Emphasis is placed on selection and production of appropriate resources, in their organization, and most importantly, the use of resources since the interaction between children and resources is crucial to the learning process, far more important than the resources themselves.

It is this interaction that we attempt to facilitate and here lies the challenge.

The isolation of many Queensland schools gives rise to difficulties when implementing programs. The difficulty of rapid communication affects us at all levels. On site, personalized assistance to schools is highly valued. The exercise, recently undertaken, of attempting to help a school organize spaces and furniture for effective use in a new library across a distance of over a thousand miles is unlikely to prove satisfying to either party. So much more could have been achieved through a school visit.

Maintaining advisory services in such a vast area is an expensive operation and difficult to justify on a cost-benefit basis. Add to this the difficulty of attracting and retaining staff to work in remote areas where a conventional vehicle may last only about eighteen months. Hours of driving on lonely roads in high temperatures are compensated for by the wonderful welcomes given visitors in country schools, but weeks spent on the road involves an inevitable strain.

Country schools encounter difficulty in previewing materials for selection, and in many cases, must rely solely on reviews and publishers' catalogues. Many schools are located far away from bookstores and teachers often select in larger centers during their vacation. Ordering and delivery are also fraught with problems. After corresponding for over twelve months with one school, missing books were found waiting for collection at the nearest railway station 47 km away!

There were, in 1977, 274 schools with fewer than 35 pupils. Many of these

are country schools; many have young principals, coping with teaching the full range of primary grades, sometimes supervising a few secondary correspondence students, and managing school administration as well. Any assistance which can be given in the area of library development is welcomed. How much I did admire the young principal going to a new school this year. She called into our office to enquire about library materials during the holidays before travelling to Alsace via Dingo in a Datsun 180B with a trail bike strapped on the back. She was certain she would get there, but was doubtful about the school which was being brought in along 70 km of unmade road on a low-loader truck. The nearest school to Alsace is 72 km away, at Dingo, and Dingo itself is 142 km from Rockhampton, the location of the nearest bookstores.

After being closed for some years, the one teacher school at Running River via Hidden Valley reopened at the beginning of this year. The principal visited us in May. Running River is 23 km west of Paluma via Townsville. The principal is close enough to Townsville to travel down each week-end, but leaves his car at the top of the mountain range at Paluma and continues across rocky road by trail-bike. Tyres were proving far too expensive! He identified professional isolation as the most difficult problem to face.

While in more closely settled areas, resource sharing and information sharing networks function effectively, distance and road conditions militate against success in many areas. Perhaps CB radio has possibilities in helping to overcome professional isolation, but its potential is limited by its effective range.

At the State level, one of the greatest difficulties is avoiding assumptions when planning programs or selecting materials on behalf of schools. Consequently, as much autonomy as possible is given the schools to enable them to allocate and select according to their needs.

The wide variety of climatic conditions - from frosts to high humidity has implications for central purchasing of materials. Differences in backgrounds of pupils attending schools allows us to make few assumptions about what will appeal when books are selected on behalf of remote schools. For example, what meanings could be given by children in Birdsville to a story about two children who leave their cottage, cross the meadows to the village in mufflers and wellingtons, climbing stiles and looking in the hedges for birds' nests? What concept do children in remote areas have of a bank, a bridge or a highway?

A report on education of isolated school children made by the Senate Standing Committee on Education and the Arts in 1976 maintained that children's

personal experience, breadth of external stimulation and comprehension of certain concepts were limited because of the children's environment.²

I hope I have illustrated some of the difficulties involved in providing school library services to isolated areas, and would now like to describe some of the ways in which we attempt to overcome the disadvantages imposed by location. I do not wish to give the impression that services to remote schools are adequate - so much more needs to be done - but progress is being made towards more effective assistance to teachers and children in remote areas.

Apart from the established practice of forwarding selection guides in the form of booklists and bulletins to schools, resource kits of recently published book and non-book materials have been compiled and are circulating to schools in Darling Downs, South-western and Northern Regions with the regional library adviser who can discuss or demonstrate the use of the resources on site. One of the regional library advisers used a caravan to bring recent publications, with the help of local booksellers, to schools in Darling Downs and South-western Region.

When school library grants are allocated each year, the service of selection is offered to remote schools. While our policy is to support local booksellers, some remote schools do not even have access to a newsagent's store. Usually selection on behalf of such schools is carried out by a seconded teacher-librarian who maintains as close contact as possible through correspondence assisting the schools in any other areas where help may be required.

Commercially produced non-book materials may not be available in specific areas for use with specific children. In-service courses in production of resources are conducted at vacation schools in Brisbane and at regional and school level.

The Allan Library, based at the Primary Correspondence School which serves children who cannot attend a primary school because of distance, provides a loan service to pupils enrolled at this school. A similar scheme operates for secondary correspondence pupils.

Assistance in organizing resources is offered in several ways. A simplified form of organization is recommended for smaller schools, which use an author/title shelf list. Regional library advisers assist significantly. Advisory documents are available on request. In the case of new schools, the initial collection is purchased in Brisbane. For primary schools, books are forwarded fully processed and ready for use.

Two staff members spent a week in Charleville High School this year helping to organize additions to their collection purchased with a grant from the

Priority Country Area Program.

This program has enabled many schools in South-western Queensland to upgrade their bookstocks to the current interim minimum standard. As some schools are located in areas without a public library and are also distant from other schools or teachers' centers, they need to be as self-sufficient as possible with regard to book provision.

Many families in Queensland live outside effective radio and television reception areas. School programs are forwarded on tape for replay in schools in such districts. Under the Priority Country Area Program, related services from other sections of the Department of Education include a series of magazine-style television programs, ROCTAPUS, developed for, and with, children, teachers and communities in South-western Queensland, is being forwarded on videotape cassettes.

Judging by the material sent in by children to the team working on the program, the project is receiving considerable appreciation.

Two technicians are based in the country priority areas to assist schools with maintenance and repair of audio-visual hardware.

Other projects initiated under the Priority Country Area Program which will assist teachers in selection and use of resources are mobile units in a number of different subject areas provided with materials which can be consulted by teachers and children for example, the manual arts and remedial/resource vans.

Each secondary school is being equipped with vocational guidance materials and a Career Reference Catalogue is being compiled in consultation with officers of the Department's Guidance Branch. The Isolated Children's Special Education Unit is developing a retrieval system by which educational resources can be more easily utilized by program developers. Detailed checklists have been prepared so that teachers can prepare descriptive profiles of relevant materials, games, books and audio-visual sequences.

In the final analysis, it is the people in remote areas who do the most to overcome the disadvantages imposed by their isolation. Programs implemented and services offered at a state or regional level must be flexible and responsive to the needs of schools in remote areas. They must facilitate the kind of activity that was described in a letter from the regional library adviser. During Book Week, several small schools joined Hannaford (enrollment 35 on the Dalby-Meandarra line) to celebrate the occasion. Children acted as roving reporters, taking photographs of others at various activities, which included making puppets of characters from stories, sand modelling of a story, presen-

tation of a saga to parents and a concert in which Mulga Bill, complete with handlebar moustache, slid through his paces on an exercise bike. Both children and parents were wildly enthusiastic about the books brought in, and many new friends were made. As the visiting schools left, they declared it was worth the bogs, mud and 'roos. That comment, I feel, sums up much of what we can say about library services to remote schools.

Footnotes

¹Enrollment at 1 August 1977.

²AUSTRALIA. Senate Standing Committee on Education and the Arts. Report on Education of isolated school children. Canberra, 1976, p. 23.

SCHOOL LIBRARY DEVELOPMENTS
SOUTH AUSTRALIA

J. G. Dwyer*

1. Introduction

To put matters in perspective it would be advisable to give our overseas delegates some understanding of the physical situation of South Australia and to make appropriate comparisons. The map of Australia shows the location of the state as being in the central southern part of the continent. In terms of area the state is less than 13% of the whole country - 380,070 sq. miles out of 2,971,081 sq. miles. Perhaps more meaningfully it should be pointed out that the state's population is only 9% of the nation - 1,283,700 out of 14,159,900. That population, however, is very urbanised in that 72% (922,800) live in the greater metropolitan area of the capital city Adelaide. Of significance, too, is the fact that the next largest city is Whyalla, with a population of only just over 30,000.

It will be obvious that such peculiar urbanization has implications for life style, for cultural pursuits, for economic growth, for political manouvering, and for many other facets including education.

On the matter of education let me make only two points. One relates to school age. The compulsory school attendance range is from age 6 to age 15. In recent years, however, children have been admitted much earlier, particularly with the growth of kindergarten, and have been retained considerably longer, due to improved post-secondary education opportunities and to the unemployment situation. I believe these trends are replicated in other states. The other point is that the mid-1970s provided considerable initiative in Australia in educational change, innovation and development. My personal assessment of the situation now is that the impetus to trail blazing is somewhat abated so that differences between states are less pronounced.

In the matter of school library provision, policy, practice and development, I believe that there is considerable nation-wide compatibility. Differences that exist simply highlight emphases which are given in individual states and territories.

*J. G. Dwyer, Supervisor of School Libraries, Education Department of South Australia.

The comments I will offer must of necessity relate to government schools.

2. Library Policy

- (a) Library Provision. The policy of the South Australian Education Department is that all school children require ready access to adequate library resources. The intention, then, is to provide library facilities in all schools whether those facilities be a separate, free-standing library building, a separate, central library in a teaching block, or a resource area in an open teaching unit. Table 1 shows the actuality of the situation. The shortfall is largely in the area of junior primary schools (Years 1 and 2) where library provision has won favour only in recent years.

Table 1

Type of School	With Secondary Enrollment	With Primary Enrollment	Total
Number of schools	153	554	707
Enrollment	93,083	145,939	239,022
Central Library Provision	153	519	672

- (b) Staff Provision. This is an extremely difficult area to comment on meaningfully because of the growth of school-based decision making. Basically the Department accepts the guidelines of the Schools Commission in terms of professional and support staff. The economics of the situation are such that while most schools do have library staffing, that staffing is almost invariably below the recommended level. The matter is further complicated by the fact that schools operate on a total staffing formula, a formula which includes teacher-librarians at a level near but below guideline standards; their development, however, is at the discretion of the school. A similar situation exists for support staff; each school has a total support staff entitlement; deployment is at the discretion of the school. Table 2 gives an accurate but inadequate library staffing picture as at December 1977.

Table 2

Staff

Type of School	With Secondary Enrollment	With Primary Enrollment	Total
Number of schools	153	554	707
Enrollment	93,083	145,939	239,022
<u>Professional Staff</u>			
Ed. & Library Training	219	260	479
Non-Lib. Training	34	8	42
Total	253	268	521
Support staff	186	149	335

(c) Resource Provision. Recommended policy is the development of a multi-media approach to learning and hence to resource provision. While Table 3 indicates a generally highly satisfactory level of provision, two factors must be taken into account. One is that a small proportion of schools falls below an acceptable level of provision. The other is that the bare statistics in no way can reflect the quality of collections. I would point out, however, that since nearly all schools have trained teacher-librarians and since advisory personnel visit schools regularly, quality control can be kept at a reasonably high level.

Table 3

Resource Provision

Type of School	With Secondary Enrollment	With Primary Enrollment	Total
Number of schools	153	554	707
Enrollment	93,083	145,939	239,022
Print Items	1,409,794	1,759,206	3,169,000
Non-Print Items	810,591	803,551	1,614,142
Total	2,220,385	2,562,759	4,783,142
Per Head	23.8	17.5	20.0

- (d) Resource Funding. Sources of funding are threefold. Each school receives an annual Departmental grant for running costs. The grant is determined by a complicated formula based mainly on enrollment and covers library resource requirements amongst other things. The allocation for library resources is determined internally by the school. A second source of funding is from Schools Commission grants which are distributed to schools according to demonstrated needs. In the current year those funds total \$600,000. In addition the school itself raises further library funding by various means. Table 4 indicates 1977 expenditure on library resources.

Table 4
Resource Expenditure

Type of School	With Secondary Enrollment	With Primary Enrollment	Total
Number of schools	153	554	707
Enrollment	93,083	145,939	239,022
Print Expenditure	\$484,999	\$468,337	\$953,336
Non-Print Expenditure	\$312,877	\$324,888	\$637,765
Total Expenditure	\$797,876	\$793,225	\$1,591,101
Per Head Expenditure	\$8.57	\$5.43	\$6.65

3. Library Practice

Let me now briefly try to summarize library practice as it pertains to our schools.

- (a) Selection. Selection of resource material is entirely a school-based matter. Assistance is given by the central production and distribution to all schools of a reviewing journal, by subscription to other journals and by various subject guides and bibliographies. No compulsion is imposed on schools and the selection of materials is a school-based decision generally involving the teaching staff and co-ordinated by the librarian.
- (b) Ordering and Acquisitions. As for selection, schools retain the right to acquire materials where they choose. Advice is given when requested or deemed necessary. On various occasions centralized purchasing has been considered but the idea has not been pursued except in special

circumstances. Changes could occur in this area in the near future.

- (c) Library Organization. Nearly all schools, primary and secondary, use standard cataloguing and classification procedures, with abridged Dewey classification and Sears' subject headings. This policy is followed for print and non-print materials and for all types of school, on the advice of school personnel. While integrated collections are encouraged, practices vary so much that one cannot generalize and still accurately reflect the situation.
- (d) Library Usage. As could well be understood, library practice and usage covers a wide variety. Considerable emphasis is placed on curriculum related activities, but particularly is this the case in secondary schools. Evidence suggests increasing incidence of research-based activity at primary school level. On the other hand evidence also suggests an unfortunate decrease in secondary school encouragement of reading for pleasure and relaxation. I am happy to relate there are still many exceptions to those trends. Instruction in library skills, either incidentally or programmed, forms an important aspect of most primary school libraries and for the lower grades of many secondary schools. It would be a reasonably accurate generalization to state that most schools maintain a flexible approach to library usage, encouraging simultaneous use by full classes (either scheduled or unscheduled), small groups and individuals. Unfortunately it is also accurate to state that it is not a difficult task to find libraries which are outstanding models of inactivity.

4. Central Support

Although the position of Supervisor of School Libraries dates back to the mid-1940s in South Australia, it was the sole central support position until the mid-1960s when the School Libraries Branch was created - or at least appeared in the Departmental structure by virtue of the establishment of additional positions. Since that time the Branch has continued to flourish as an excellent example of Parkinson's Law, with new services, new positions, new personnel and new quarters striving to keep pace with demands from schools.

- (a) Administrative Component. The School Libraries Branch is one of the Service Branches of the Curriculum Directorate of the Department. It is headed by a Supervisor (with the status of Principal Education Officer) and an Assistant Supervisor (Education Officer Grade II).

Their general responsibility is the development of school libraries and school library services in all schools of the Department, and the management of the School Libraries Branch which exists to serve schools, to respond to their needs, to influence their practices and to initiate services. A clerical component is included in the administration.

- (b) Advisory Service. The Branch has maintained an Advisory Service since 1965. Presently 20 Advisory Teacher-Librarians carry out this function of advice and practical assistance. With the Department fully regionalized and thus largely administered at the local level, the advisory staff have been attached to individual regions and thus have individual schools for which they are responsible. At the central level is maintained a Co-ordinator who has the role of liaison and ensuring that compatible, though not necessarily uniform, practices are encouraged and developed in school libraries across the state.
- (c) Cataloguing Service. A cataloguing service is maintained largely for new schools, to assist them in the task of dealing with large quantities of new materials. These schools may remain part of the service indefinitely; however, the delays of a manual service are inhibiting to acceptable levels; hence some schools voluntarily withdraw. In the vicinity of 60 schools are currently involved. Over 70,000 titles presently have master entries manually maintained. A computer-based service is about to be implemented. Details of this will follow shortly.
- (d) Book Services. An extensive reviewing service is maintained by the Branch. Reviews are published in the journal Review which is produced by the section and distributed free of charge to all schools; the publication is more than a reviewing journal and contains articles of professional interest to teachers and teacher-librarians. Other publications are also produced by the section, including dictionary, encyclopaedia and atlas surveys and various subject bibliographies. An extensive library of over 40,000 items is maintained for support to school libraries. Originally set up as a model library, it now provides bulk loans to supplement school collections, to assist new schools until they become self sufficient, to satisfy individual requests in curriculum or interest areas and to help librarianship students. The collection has been predominantly print oriented. The

recent acquisition of additional space has allowed the Branch to take over the Educational Technology Center loan collection and thus develop an integrated collection of resource materials.

5. Major Developments

- (a) School Community Libraries. From the concentration of population in urban areas of South Australia it will be obvious that there are large areas of the state where population is quite sparse. Coupled with that is the generally poor record of local and state authorities in the provision of public libraries. In an endeavour to bring library services to people in remote and small communities a system of school/community libraries or joint school and public libraries has been developed. A series of guidelines has been established to facilitate the development, guidelines which set out the policies and practices to be followed. As yet, only two official school/community libraries are in operation. Another six have been approved and will be in operation by late 1978 or early 1979. Other projects are under consideration.

In addition to this official scheme of rural school/community libraries there is a major development at the Parks Community Center in an Adelaide suburb. The Center incorporates a school, shopping center, theatres, restaurant, health facilities, recreation and sporting complex, library, etc. All of these facilities are to be available to the whole community. The library, as the community library, will serve all members of the community at all times; this includes the school community. The total facility will be in operation later in 1978.

- (b) SAERIS. The second major development is the computer-based cataloguing service which was referred to earlier. The development is known as SAERIS (South Australian Education Resources Information System) and is the culmination of many years of planning. In essence the scheme involves the transfer of manual catalogue records (presently 70,000) held at the School Libraries Branch to machine readable form for computer storage. The total data base will be reproduced annually on microfiche, with monthly cumulated new items added to the data base also reproduced on microfiche. Copies of the annual and monthly fiche output will be distributed to all government schools in the state, which have also been provided with microfiche readers. Schools

will then have the option of copy cataloguing from the fiche or ordering catalogue cards from the School Libraries Branch according to the unique identification number shown with each entry. Cards will be printed in upper and lower case via the computer. SAERIS will be in operation in the latter months of 1978.

6. Some Problems

Like school library services everywhere, South Australia has its share of problems. Some of those which are of greatest concern to us I shall list below, without endeavouring to offer comment on them individually.

- (a) A percentage of teacher-librarians who are escapees from the classroom,
- (b) Too many libraries which are neat and peaceful,
- (c) Lack of teacher awareness of the library's potential for teaching/learning programs,
- (d) Teacher training courses in which the methodology can ignore the school library as a teaching force,
- (e) Lack of adequate opportunity for promotion of teacher-librarians, especially at primary levels,
- (f) Prejudice, as evidenced where some authorities would rather the public have no library service in preference to a joint school/public library,
- (g) Financial limitations,
- (h) An historical primary versus secondary syndrome, which is gradually being overcome.
- (i) Government and non-government school dichotomy and an inability to provide more than a token service to the latter group.

Perhaps it is a sign of hope that we are aware of these problems, even though we may never reach the ideal stage of resolution.

SCHOOL LIBRARY SUPPORT SERVICES
AN AUSTRALIAN PERSPECTIVE

Glenn C. Pullen*

Library Services to Schools and Colleges in Tasmania

1. Library services to Tasmanian schools and colleges are co-ordinated by the Education Division of the State Library of Tasmania under the direction of the Assistant State Librarian (Education Services). This Division was formerly called the Library Services Branch of the Education Department of Tasmania (established in 1968) and was headed by a Supervisor of Libraries. The new Division is staffed by the same officers as the former Branch all of whom have accepted secondment to work in and as part of the total State Library organization. They work in and as part of the total State Library organization. They retain all their rights within the Education Department, including the customary and essential right of access as colleagues to schools and colleges. Provision has been made by the two co-operating government departments for additional staff to be appointed to the Division in due course either by the Education Department or by the State Library. Since there is considerable difference in salaries and working conditions between librarians in the two departments (to the disadvantage of public librarians), and since the Teachers Federation will, properly, monitor the qualifications of librarians working in and for schools, some care will be needed both in the selection of such new officers and in the duties assigned to them. In the process of reaching agreement on co-operation, much care was taken to spell out the essentially teaching function: the teacher-librarians should remain members of the Education Department, should remain full members of a school or college staff under the direction of their Principal and should retain all previous rights and privileges. It remains to be seen what industrial/salary movements occur in future to resolve what at present is an important but potentially inhibiting differential between two sections of the library profession.

2. The Tasmanian experiment in library networking officially commenced on 23 February 1978 and has thus had little time to produce dramatic or spectacular improvements to total school/college/public library service. Indeed, it would be foolish to expect any sudden change since much depends

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on:

- a. the establishment of sound inter-departmental and interlibrary professional relationships and channels of communication, and
- b. the reassessment of existing and potential services in light of the present opportunity to develop a rational and integrated system, and
- c. the infusion of additional funds to upgrade both components of the system which are demonstrably under-financed.

A process of careful planning, particularly in the area of technical services, and gradual introduction of resource sharing practices will mean that change will be steady and progressive rather than sudden and revolutionary.

3. Present services include the following:

- a. the development of library policy and the establishment of library priorities;
- b. the planning of new facilities and services, including a limited number of community-school libraries (perhaps 12-15);
- c. the provision of a central cataloguing service, soon to be amended by association with ASCIS/SAERIS;
- d. the offering of in-service education programs and continual advisory service to schools and colleges;
- e. the publication of book evaluations and professional articles;
- f. the maintenance of a professional library in Division headquarters;
- g. liaison with and assistance to the TCAE School of Librarianship;
- h. liaison with the Tasmania Media Center.

In short, Tasmanian services closely parallel those in other states.

4. Future services which flow from the experiment in integration may include:

- a. computer-based technical services, particularly in Acquisition and Cataloguing;
- b. resource-sharing, particularly following the development of union catalogues;
- c. exploitation for curriculum development and implementation of specialist library skills and services such as Reference, the Tasmanian Collection, the State Archives; etc.;
- d. improved advisory services to schools and colleges, particularly

at a regional level (based on the State Library's six regions which embrace the whole state);

- e. establishment of pool collections in each region upon which all libraries may draw;
- f. use of mobile selection collections.

In short, we aim to develop a coherent and consistent library network, responsive to each of its component parts, properly balancing the benefits of centralization and regionalization, and regarding all services and personnel as parts of a single co-operating system. If we have sufficient skill and can create sufficient goodwill, the political support already evident and the professional support in both Education and Librarianship, and the geographical advantages of Tasmania may lead to the creation of an effective, efficient and economic library network.

5. Finally, we are concerned to extend our concept of co-operation beyond the shores of our island state. We are concerned at the present fragmented and unco-ordinated development of school and college library services in Australia and intend to work towards greater communication between the states and territories. In this respect, we will be seeking appropriate support for regular meetings between the senior school library administrators of each state and territory, particularly with the intention of promoting:

- a. regular exchange of information;
- b. continuation of co-operative participation in ventures such as ASCIS/SAERIS;
- c. co-ordination at a national level of the presently fragmented book evaluation programs;
- d. exploration of possibilities of exchange of bibliographic, building, equipment, in-service and other professional data;
- e. compatibility of computer-based services;
- f. interchange of personnel;
- g. rationalization of unnecessarily duplicated services.

SCHOOL LIBRARY SERVICES IN WESTERN AUSTRALIA

Geoff Atkinson*
(Script of AV presentation)

1. Introduction

School Library Services in Western Australia serves a state some 1 million square miles in area with a population of 1 million people. Its school population is 250,000 spread from Wyndham in the North to Albany in the South, in schools as large as 1500 or as small as 10 pupils. They are administered from Perth, with increasing developments towards regionalization.

2. School Library Services is a branch of the Education Department of Western Australia, with a Superintendent of Education. This slide ## illustrates the two fold nature of the services provided which are:

- a) Educational
- b) Technical

The S.L.D.O's are School Library Development Officers ## who bring an experience of school library work and an expertise in developing library and resource programmes in schools to the interactive work between schools, teachers, students and the Branch.

3. I.R.C.

The Integrated Resource Collection is a centrally based collection of materials ranging in level from pre-primary to matriculation. It complements the work of Media Selection Section and supports the resource exploitation programmes of School Library Development Officers. It has been established and maintained to provide access to real materials as a basis for appropriate selection and collection building. All materials listed for issue are displayed, and encouragement is given to all teachers and teacher-librarians to come and see and handle resources prior to selection.

At this point it should be explained that schools receive grants in two components, one a direct cash grant, the other an amount for materials purchased on their behalf by School Library Services Media Selection Section. The system for bulk purchases involves the selection of schools of previewed quality materials annotated on Issue Lists. Each category of

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Issue involves far more material than any one school will select. The choice is wide and hence the importance placed on seeing the materials. The issue lists serve as an important advisory service for the expenditure of cash grants and school based funds.

The Integrated Resource Collection reflects in a practical way the belief that, "content is more important than form" by integrating all types of materials for contiguous organization for ready access. The traditionally "more difficult" items such as slides, filmstrips and cassettes are housed in coloured boxes seen in these shelves. There is a small lecture/meeting area ## attached to the Integrated Resource Collection, which is used for formal and informal meetings of school based library staff. The value of this collection to country and outer metropolitan schools is enhanced through the use of a purpose designed van used as a Mobile Integrated Resource Collection, known affectionately as MIRC, and has been recently gayly painted by some primary school students. Its attraction to children is clearly shown. ## ##

4. Media Selection Section

- (a) Media Selection Section is responsible for the dissemination of information about resource materials and the evaluation ## of those materials for the Western Australian student.
- (b) The Section makes use of a wide range ## of selection journals, consults with teachers and curriculum officers and meets with students in schools.
- (c) The information is published in a variety of forms. ##
- (d) Issues to schools - Media Selection Section prepares lists ## of materials from which each school selects items appropriate to its needs to a given value and returns a marked copy of the list to the Section. Orders are prepared by collating these returns. Over \$850,000 was spent through these lists in 1977-78. The significant feature of the systems is the wide choice offered to schools. More details of this system will be provided in the technical services section.
- (e) The Charles Hadley Travelling Library
The Charles Hadley Travelling Library ## selected and administered by this section, provides variety and enrichment for small schools and for newly established schools.

5. W. J. Rooney Library

(a) This is the Education Department professional and special library for administrative officers and teachers. Begun in 1930, it is one of the finest educational libraries in Australia for both current and historical material.

(b) Its holdings of journals are the envy of many University Libraries. Regional branches have been established at four country centers.

(c) The collection is the research tool for planning officers and supports teachers undertaking formal or informal studies.

6. Technical Services

From the brief outline of the education services, we turn now to the technical services provided to all government schools in Western Australia. The factors which underpin central cataloguing services as an efficient unit are that

- 1) It is the teacher-librarians task to interpret and exploit resources and
- 2) It is economically efficient to catalogue and classify material once, and make that intellectual input available to others.

7. The Cataloguing Section

Materials are received from schools or from suppliers and delivered to the cataloguing room.

The tools used in cataloguing are 18th Dewey for secondary schools and 10th abridged for primary schools, Sears Subject Headings and A.A.C.R., North American edition. For non-book material Library Services has produced a list of rules compatible with A.A.C.R. to facilitate intergration.

The system is based on the concept of a master catalogue card, with a new master card being created for each new title which comes to hand. This card, which bears a unique identifying number, is photocopied to produce unit card sets. Master cards are filed in the Master Bank by identifying number, and that number is used on an order slip, prepared by the cataloguing staff, and forwarded to the card production section.

Cataloguing section maintains a full catalogue as its reference tool to identify materials that have been through the system. Of over 300,000

items catalogued in 1977 only 10% were new cataloguing. The system provides for ready and quick intergration, into the catalogue and master bank, of this input.

Both book and card sets are marked with a school code for despatch.

8. Card Production

The 'order slip' or cataloguing flimsy, as it is known, is received at this section. The master card is pulled out, the required number of photocopies ## produced and coded from the flimsy, and the master card is returned.

9. Technical Schools Cataloguing Section

This operates on the same basis as the schools section, except that L.C. Subject Headings are used to give a more specific entry for the types of materials received and used in technical and trade courses.

10. Bindery

A binding service for journals and a repair service for books is provided at the Branch.

11. Receipt & Despatch

This section is both the beginning and the end of the operations in the branch. All materials delivered from schools are coded ## with an identity code. Materials are then sent to Cataloguing Section and, following the completion of the work associated with that operation, are returned to Receipt and Despatch. They are despatched to a sheltered workshop for processing. On their return, they are placed in ## a bin, or large pigeon hole, which bears the name of the school and its specific code. Card sets are also binned for despatch.

Issue materials, purchased in bulk through Media Selection, do not have to be individually coded. Use is made of an O & D 'Order and Despatch' card. ## A card which bears the name of every school is made for each title listed. Orders are collated by checking this school's name on the card and subsequently, on arrival of the processed books, this serves to indicate which schools will receive which items.

12. The General Office

The General Office provides clerical support for all sections.

13. Publications

As a concluding point, it is worthwhile emphasizing the importance of the establishment of communications between the Branch and the schools.

School Library Development Officers perform an important function in this regard, but as further support, a publications team produces a weekly radio program, a monthly newsletter ## "R.B. Rotal" and a regular journal ## "The Education Library Services Bulletin". Such publications serve to minimize the problems of distance. ##

CANADA II

Elizabeth Symon^{*}

Mr. Chairman, Ladies and Gentlemen, before I begin, I should like to thank you for giving me the opportunity to talk to you this afternoon, on support services in Canada, and British Columbia in particular.

This talk was prepared at very short notice, more or less on the way to the airport, so I will apologize in advance for its deficiencies. It was difficult to obtain some of the information, as all schools are now closed for the summer holidays, the librarian with whom I usually work was already on her way to England, and when I phoned the Education Department I was referred to another number, and no one ever answered it. I imagine this happens in other countries too. So I have had to improvise a little, and will make this a follow up of Stephen's talk from yesterday, with the title: British Columbia Libraries: A Closer Look.

The title is a quote from our government reception on Thursday evening, where an elderly gentleman came up to me and asked if he might take a closer look at my right breast. I found out subsequently that he merely wanted to focus on my name tag and see if I really came from Canada.

You too may think I am here on false pretences. Someone has already said, "When you stood up and brought greetings from Canada, you didn't sound like a Canadian". Well, I have been one for four years now, but perhaps in a week I'm beginning to sound 'Strine.

Secondly, I am not from the University of British Columbia. Actually, I am a mere relief school librarian and teacher in Nanaimo, B.C. and lastly, I thought the conference I was meant to be attending in Melbourne was to be in August 1979 - and I've just found out that it is, and I'm here a year too soon. Strange things happen to the calendar when you cross the International Date line.

Librarywise, I trained at the University of Illinois (USA), after obtaining a master's degree in Languages and Logic (yes, Logic) in Scotland. I worked three years as a medical research librarian at the University of Edinburgh, joined the School Library Association in Great Britain with hopes of future employment in that field, attended two conferences in school librarian-

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ship, one in Edinburgh and one in Oxford and moved to Canada with my family, where I was a part time librarian in the Yukon. Here the library would be closed when the temperature dropped to more than 30° below (Fahrenheit).

Now living in B.C., I joined the BCLA a few years ago, and through this had the privilege of attending the Pacific Rim conference on children's literature in Vancouver, and putting on a special display on folk tales and fairy tales. It was at the Pacific Rim that I heard of an upcoming conference in Melbourne, and here I am! and very glad to be here, even if it is a year too soon. I had expected to talk on Folk tales and legends here today, but that — if I may say so - appears to be a myth.

Anyway, without further ado, I shall tell you very briefly about support services from the point of view of how the school libraries support the educational system of the school, and their importance, two ideas that seem to work, and will close with a few slides.

Nanaimo, my home, is a port city of some 60,000 famous for its annual Bathtub race to Vancouver each summer, which, I might add, is almost always won by an Australian. I have school library experience in Nanaimo only, so will give a general impression of library services there, and then draw on other sources to give you a picture of school libraries elsewhere in the province.

School libraries in Nanaimo are usually well stocked with reference books, fiction and non-fiction, periodicals, paperbacks, and AV equipment, such as tapes, cassettes, film projector, video, overheads, and one has a photocopier. A few have clipping files and there are library book clubs which students can join and buy paperbacks at greatly reduced prices.

One interesting fact, Canada is officially bilingual, but the school library collections in B.C. that I've seen are entirely in English. The public libraries have a small selection of books in French, stocked, I may add, with the Greek, Japanese, Russian and Hungarian books for landed immigrants. So much for bilingualism.

The school library can as a rule accommodate more than one class (average number 30) at a time. Classes are often booked on a regular rota basis.

Students (usually girls) are volunteer desk assistants for checking books in and out, shelving, and other routine tasks. More of this anon.

There are of course book losses, and sometimes fines are charged for overdue.

Dewey is the system in use in schools, but Library of Congress is used in our community college library.

To quote Bill Stardal, education reporter in Victoria, our capital city, the purpose of education is veering away from teaching a set of facts to teaching children how to learn.

There is a growing realization among educators that children are going into an unpredictable world, where jobs and society are changing fast. Teaching them yesterday's facts is not enough. They must learn how to learn continuously. This is why the library should become the heart of the school in coming years. As they are starting to do already, children will head for the library to get the information they need.

Rose Vainstein, author of a study of libraries in BC reports:

Students who do better in high school and advanced studies are those who have had access to and make consistent use of quality libraries, and those who have had a good working knowledge of how to use them.

Students who have not had the opportunity or experience of library use are considerably handicapped throughout all their school years.

Listen also to the head of the reference division of the University of Victoria (our Victoria) McPherson Library.

We find that most freshmen have no idea how to cope with a library.

If we could assume that each freshman ever knew how to use the 'Reader's Guide' and the card index, then we could get on with more sophisticated instruction.

The library is the necessary bridge to lead students from the world of facts to the world of ideas: 1967 report by greater Victoria (our Victoria) BC principals.

The schools should concentrate on developing each child into a thinking adult who can adapt to change and who can and will continue to learn. This is an educational imperative of today (BC Teachers' Federation report.)

But Bill Stardal reminds us, in the minds of most Canadian teachers the library is still a lovely place to send students who have finished their math lesson.

The BCSLA, our professional society, has a target membership of 1,000, or total involvement of all school librarians in the province. Its wide range

of services offer the Bookmark (journal), BCSLA reviews, occasional papers, special publications, workshops, and conference.

I would like to refer briefly to two articles from the Bookmark, which I find of particular interest, before I conclude this talk with a short slide presentation.

From the Bookmark: "Library Licences, or the Impossible dream; how to get trained, reliable and enthusiastic help in the library - and for free, too." by Lorne Adamson, Vernon, B.C.

"I found that ... students (grades 6-7)... wanted to work behind the desk to card books, stamp cards and file them... However, I found that their enthusiasm outweighed their experience and... ability to do the job correctly...

The solution to the problem was to make each person who worked behind the desk pass a test ... to card ten books correctly, file ten cards in the charging box, and shelve ten books... If they met all three requirements, the students would receive a plasticized orange licence... to prove to a teacher or me that they were entitled to that work...

I... give pink licences to students in grades 1-2 who can shelve Easy Books correctly... red licences to students who, without making a mess, can place a date due stamp on a card... a blue master's licence to students who have got their orange desk licence and who can answer six questions that require them to find information in different reference books, locate items in the pamphlet file and picture file, and memorize the ten map categories of ... Dewey ... a grey licence to students who can retype worn out circulation cards accurately, and a green licence to students who can operate all eight different types of AV machines in our school ...

When students get any of these licences, they.. become members of the library club and for a certain amount of hours in the library they are invited to a library club party...

It is amazing how hard students work for licences; some try for them all.

When they get a licence, they have a positive feeling about the library. They learn a bit of the organization of the library, which will... stand them in good stead when they come to do research in class time. Furthermore, students who are not good academically have a chance to excel, and be recognized as experts in certain fields, such as carding books. I licence many students from remedial classes.

I cannot do all the licencing work myself, but appoint qualified older students as instructors. The licencing system takes time, but it pays dividends.

As a practical value, for example, teachers know who can set up a 16mm projector for them by spotting a green licence.

In a wider sense, this licencing system draws together an increasing number of boys and girls from all the grades, who, upon receiving a licence, feel an essential part of the library. It draws the poorly motivated students, too. I have had a number who could not read above a grade I level laboriously memorize answers to ten questions so they could pass an AV test.

But the biggest benefit of all is seeing the students become excited about the school library."

I like that adjective. Excited!

And finally,

Puppets in the Library by Irmi Hoppenrath, West Vancouver

"Puppets can communicate... and do it extremely well, they also add a certain magic which only live objects can project..."

Puppets are easy to make, and if the librarian has a few of them, plus a single stage, permanently available, the children usually feel sufficiently stimulated to try them out and perhaps add to the puppet collection... Puppeteers are usually grade 6 or 7 students, who benefit just as much from the puppet play as the audience for the play — the primary children, who enjoy them as a pleasant diversion from their usual storyhour...

Benefits for the ... puppeteers are manifold: they find an outlet for feeling and geativitythey get involved in dramatization, and they receive good vocal training ... and there is a positive involvement with the library...

Puppets can become a teaching device for the librarian, again for the primary children. The librarian can select a favourite puppet to appear periodically to remind children of various library rules or to teach some single library skills. A single puppet can commend the attention of everyone, often succeeding where conventional methods fail... Used discriminately and creatively. Puppets in the library can become a successful 'modern' AV aid..."

THE ROLE OF THE COMMONWEALTH GOVERNMENT
IN THE DEVELOPMENT OF SCHOOL LIBRARY SERVICES

Peter Cameron*

The provision of education is constitutionally a responsibility of the individual States in Australia. In 1964, however, a precedent was set for Commonwealth funding for school level education in the States with the introduction of a program which provided grants to build and equip science laboratories in secondary schools. This was followed in 1968 by the establishment by the Commonwealth Government of a Secondary Schools Libraries Program which, as I am sure you are all aware, provided funds for library buildings, furniture, equipment and book and non-book materials. Both these programs were administered by the Commonwealth Department of Education.

In 1973 the Interim Committee for the Schools Commission presented to the Minister for Education its report Schools in Australia in which the importance of effective libraries to school programs was recognized.

The Interim Committee noted that despite six years of Commonwealth funding when \$59.5m was provided for a secondary school library program, approximately 60 percent of pupils in government schools, 30 percent in Catholic schools and 20 percent in other non-government schools did not have access to adequate library resources. Consequently the Interim Committee recommended a modification in the methods of allocating grants with emphasis on the relative needs of schools and the achievement of standards. It also recommended that Commonwealth funding for primary school libraries should be instituted. In addition funds were recommended for the training of teacher/librarians and for replacement of costs of teachers undergoing this training.

When the Schools Commission started to function early in 1974 a Libraries Section was established within the Secretariat to administer a Primary School Libraries Program and to assume responsibility, from 1 January 1975, for the existing Secondary School Libraries Program. In addition to \$4.378m for teacher training and teacher replacement, a sum of approximately \$22.0m was made available for library buildings and resource during 1974 and 1975.

In 1976 the School Libraries Program ceased to operate as a separate Schools Commission program but Commonwealth funds totalling \$9.4m were made

*Peter Cameron, Chief Executive Officer, Schools Commission, Canberra.

available for library buildings and resources in government schools and \$2.75m for non-government schools through the General Capital Grants Program.

In 1977 and 1978 funds totalling \$22m were provided for library projects in government schools and approximately \$6.5m for projects in non-government schools which represents a grant of approximately \$5.90 per student per year. Prior to 1977 approximately 50 percent of the library project grants for non-government schools had been devoted to new buildings. From the beginning of 1977, as a result of a Commission decision to cease funding new library buildings from library project grants allocated to non-government schools, there was a significant increase in the funds applied to upgrading library collections of book and non-book materials. The Commission's decision to limit the use of library project funds to upgrading of equipment and resources and to minor refurbishing projects was made on the advice of the School Libraries Committee which was concerned about the relatively slow improvement in school library resources. (This Committee is an expert Committee appointed by the Commonwealth Minister for Education and its function is to advise the Commission on all matters relating to school libraries.)

Funds provided by the Commission for government school libraries are allocated directly to State Education Departments as part of their general capital grants and are allocated in each State according to local priorities. In the non-government sector, however, the Commission relies on Planning and Finance Committees in each State to advise on the allocation of funds. They make recommendations to the Commission on the size of the individual grants that should be made to individual schools.

When all the 1978 grants have been allocated it is expected that almost all secondary schools in the non-government sector will have libraries which are equivalent or better than the basic standard set by the Commission and that most primary school libraries will be within 20 percent of the basic recommended standard.

It must be recognized, however, that the Schools Commission's standards for libraries are planning tools only and do not represent any absolute standards. They are not intended to stipulate an ideal resource level for schools. They have served a useful purpose by drawing attention to the overall need to improve library resources in schools but to regard them as any more than a planning tool would be to ignore the Commission's policy of funding according to need. While resource levels in schools were low there was a need to have some standards as measures for assessing the relative needs of schools. As

the resource levels have improved, however, more realistic indicators of need are required and planners must take account of the unique resource needs of individual schools.

Diversity is now generally accepted as a desirable feature of education. It is recognized that the group of students enrolled in a particular school rarely exhibit the same characteristics as a group of children enrolled in another school. Some schools have a high enrollment of children from non-English speaking families while some have few or none; unemployment is more strongly concentrated in some areas than others; single parent families and groups of differing socio-economic status are not uniformly spread. School programs to be effective must adapt to these social, cultural and ethnic differences and this certainly has implications for the help a school may need to improve its resource levels as well as for the types of resources required.

Unfortunately, the rapid growth in funds available for resources which has characterized Australian education during the early 1970's is unlikely to continue and it will be necessary to look at alternative ways of meeting the resource needs of individual schools and of making the most effective use of the funds that are provided. New ways must be found to increase the variety and quality of resources available. There must be a new focus on ways of avoiding unnecessary duplication and on ways of improving access to resources which are currently under-utilized.

One way of achieving this is to encourage the development of information and resource-sharing networks. These networks however must have the following characteristics:

- a) they must result in an improved service for schools and
- b) they must result in savings on goods or services.

The Commission has adopted two approaches to encouraging the development of networks with these characteristics. First, it has provided library resource and equipment grants to groups of schools and Special Project grants to public libraries to enable pilot co-operative schemes to be established. For example the Wollongong Public Library was provided with a Special Projects grant to set up a resource center for all government and non-government schools in the region served by the library.

Second, the Commission has sponsored a number of projects of national significance which were designed to stimulate thinking and activity in the

field of information and resource-sharing networks.

Jim Dwyer's report on his review of school/community libraries, Cooperation or Compromise; a Commission sponsored study in New South Wales of the cost effectiveness of various methods of improving access to library resources for country schools; and the Australian School Catalogue Information Service (ASCIS) are three examples of initiatives which have been taken.

I will not exhaust your patience with a recital of the details of ASCIS because brochures are available which provide details of the pilot service and I know Jim Dwyer intends to give you some more information later in the day. I should however, like to foreshadow some further developments of the service in the near future with the establishment of some pilot union catalogue projects.

I should now like to speak briefly about one other aspect of resource provision that will have particular relevance for future policy on national funding for library resources. I refer specifically to the question of whether it is now desirable to provide Commonwealth grants for library resources separately from grants for other learning resources.

When the Schools Commission first provided library resource grants in 1974 the main emphasis was on the provision of adequate bookstocks. On the advice of the School Libraries Committee, Commission policy had developed overtime to allow for a more flexible approach so that schools can better meet the needs of their particular students.

In the last year or so, the distinction that implicitly existed between library resources and other learning resources has become less apparent.

Schools now have much more responsibility for selecting and adapting curriculum materials and as a consequence they require a wider range of learning and teaching resources.

At both the secondary and primary levels of education, multidisciplinary approaches to curriculum development have also resulted in a call for better access to learning resources that were previously used only within one subject area or only at one level of schooling.

Some of these resources may need to be centrally stored in libraries others may not, but the pattern is likely to be different in different schools.

This Conference is concerned with the involvement of people other than

teachers in the educational process and this is indicative of another change in schooling in recent years. The involvement of parents, teachers, students and other Community members in the decision making affecting schools also has implications for the range of resources required by schools.

It is difficult to identify the specific structural and financial reforms which may be necessary to adapt Commonwealth and State funding to changes in resource needs. It is appropriate to say, however, that in regard to its library resource program the Commission may now need to reconsider what it is doing.

This might include a rethinking of the structure and purpose of the present funding arrangement and the role of the School Libraries Committee. I believe that it is inevitable that the role of this Committee will need to be widened to take account of a much broader concept of resource provision and use.

ASCIS (AUSTRALIAN SCHOOL CATALOGUE INFORMATION SERVICE)

J. G. Dwyer*

You may be aware that the National Library of Australia, based in Canberra, has available for the library public a catalogue card service which has been in operation for some years. A legitimate question which may be asked, therefore, is why all this talk these days about developing a card service specifically for schools.

When the Commonwealth Department of Education established in 1968 the Secondary Schools Libraries Committee, one of the matters which was raised early for discussion, and remained on the agenda not through lack of consideration but through lack of resolution, was the question of cataloguing, and particularly for non-government schools which had no central state service to fall back on. Members of that Committee addressed themselves assiduously to the question. A pilot project was approved and implemented. This consisted of financing the supply of catalogue cards from the National Library to a selection of schools throughout the country, both government and non-government schools being involved.

One of the problems of the scheme was the inability of the National Library to advise clients of the items for which cards were available. Schools were encouraged to resubmit unsatisfied requests at a later stage. The delays involved and the unsatisfactory hit rate on the first and subsequent requests were not encouraging. A related complaint was the forms and statistics which participating schools were required to furnish. Perhaps the most significant criticism of the scheme was the detail of cataloguing and classification which the cards depicted, detail which schools generally considered excessive, incompatible with their existing cards and inhibiting to student usage. Allied to this was the time spent in editing cards to suit local practice.

The outcome of the pilot project was not encouraging. Few of the participating schools indicated the intention of continuing involvement at their own cost. Nor would the National Library consider an amended version of card output more acceptable to schools.

When the Schools Commission came into existence it took over management of the Secondary Schools Libraries Committee and also established a Primary

*J. G. Dwyer, Supervisor of School Libraries, Education Department of South Australia.

Schools Libraries Committee. Subsequently the two Committees were replaced by a single School Libraries Committee. Soon after its establishment the Schools Commission agreed in 1974 to fund a study into the viability of a catalogue card service for schools. While the study did not result in formal action it at least clarified the issues, created dialogue between state and territory school library authorities and with other bodies, and showed that nationally there were many areas of compatibility concerning school cataloguing standards. The study also elicited once again the response from the National Library that school needs could not be catered for as a variation to standard.

In 1977 the Schools Commission funded a further study to extend the previous one in an effort to resolve the situation and satisfy school needs. It had become increasingly concerned at the repetition of tasks, the lack of consistent practices, the almost complete lack of assistance for non-government schools, and the uneconomic nature of all of these things. The second report outlined the position and left some options open to the Commission. One of those options appeared to the Commission to offer some possibilities. This was to test the viability of a national scheme across systems and boundaries, allowing for some individual differences, and based on a developing service. Consultation with state and system authorities encouraged the Commission to agree to fund a pilot project.

At the time of that decision the automation of the central cataloguing service of the South Australian Education Department was well advanced in its planning and was to be implemented in 1978. While that service was not the largest central service or the largest manual data base, its automated proposals had been approved and were the most fully developed after many years of investigation and research. Termed SAERIS (South Australian Education Resources Information System), the scheme was a multifaceted one developed specifically for schools within the South Australian Education Department. It had other implications in that library collections in other sections of the Department, apart from schools, would eventually be involved. It is also of significance that SAERIS was not developed in isolation. The Public Service Board of South Australia, conscious of the automation needs of libraries throughout the public service, had created a Libraries Automation Steering Committee to monitor needs and developments, to report to the Board and make appropriate recommendations. That Committee reported favourably on SAERIS and the Board approved phase one of the system which would also be of assistance to the automation needs of the State Library of South Australia and the

Department of Further Education.

The Schools Commission, late in 1978, asked the South Australian Education Department to agree to the use of the SAERIS data base to establish a trial scheme to provide cataloguing information to other schools in Australia. The scheme was to be a pilot project which the Commission was prepared to fund to the end of 1979. While the Department was reluctant to commit itself prior to its own service proving satisfactory, there appeared to be many mutual advantages. Hence approval was given.

The basic steps for SAERIS are as follows:

1. Simultaneous conversion of existing 70,000 catalogue entries to machine readable form and the cataloguing of new materials in the same format, by
 - (a) Seeking MARC records from the National Library and editing them to suit local needs;
 - (b) Cataloguing in MARC format the material not satisfied by (a).
2. Establish subject, publisher and series authority files.
3. Key in authority files via Data 100 keyboards to magnetic tape on machines held at School Libraries Branch.
4. Transfer these records at intervals to the mainframe at the I.C.L. Bureau in Adelaide.
5. Produce microfiche records of these authority files.
6. Distribute copies of the microfiche to schools.
7. Update authority files and distribute the updated fiche files to schools monthly.
8. Key in cataloguing records and transfer to mainframe, as for authority files.
9. Produce microfiche output of catalogue entries when 20,000 titles are stored.
10. Distribute copies to schools.
11. Schools copy catalogue appropriate entries or request cards by ordering by unique record numbers.
12. Catalogue cards printed via computer and distributed to schools.
13. Microfiche output of updated catalogue entries produced and distributed at intervals until total data base is covered.
14. Thereafter, monthly cumulated microfiche of new titles added to the data base will be distributed, as well as an annual total data base on microfiche.

The system is available to all government schools in South Australia, which have been provided with microfiche readers.

In establishing the ASCIS pilot project the Schools Commission intended to test the feasibility of providing catalogue cards to a selected number of government and non-government schools in a variety of locations, and of exchanging bibliographic information across school systems. Accordingly it adopted three approaches to operate concurrently for the duration of the pilot project.

Approach A. Each state and territory education authority will be provided with microfiche copies of the SAERIS data base of authority files and catalogue entries as they are produced. In return, the education authorities will be expected to provide to SAERIS catalogue information in MARC format for new items which do not appear in the data base as determined from the microfiche. The information submitted thus to ASCIS will be edited to conform to SAERIS entries, but the local classification and subject heading requirements will also be stored if the originating service requires it.

It is considered that mutual advantage will accrue. On one hand, each service will have access to an expansive data base for regular use. On the other, SAERIS can act as the data storage depot for those services which eventually develop their own computerized system and wish to obtain copies of the data base on tape.

Approach B. This provides for a number of government and non-government schools to receive the same service for current acquisitions as South Australian government schools, i.e., the receipt of microfiche, followed by the choice of copy cataloguing or the request for cards. Those involved in this approach will be non-government schools in Queensland. Schools involved will represent a wide range of types and size, and will include some which are geographically isolated, in order to test many variables in the course of the pilot project.

Approach C. This is aimed at catering for all government and non-government schools in a state other than South Australia, not by direct contact between each school and South Australia, but by having the central school library authority in Tasmania co-ordinate school requests. It is proposed to phase the scheme by catering for about half the schools initially and gradually to increase the number until all are involved. Under this system, microfiche output will be provided not to individual schools but to the central Tasmanian authority. Schools requiring cards will request such from that central authority which will search the fiche files and batch requests for items which

appear. Appropriate cards will be supplied to the central authority for distribution to schools. Where the item does not appear on the fiche files, the Tasmanian authority will, where possible, catalogue the item and forward a copy of the entry in MARC format to South Australia to be added to the data base.

While Approaches B and C will commence in 1979, Approach A is scheduled for the latter half of 1978. In order to assist all services in cataloguing in MARC format, the project includes funding for a training program to instruct cataloguers from each service. Other funds are provided for some staffing for Victoria, Western Australia and Tasmania who are expected to provide maximum input, as well as for South Australia for co-ordinating that input. The project also covers some of the costs for computer time, fiche production and distribution, and microfiche reader/printers for five state school library authorities. In addition, a subsidy for the purchase of microfiche readers for schools in Approach B and for catalogue card production is provided. An initial charge of 25 cents per set of cards supplied will be made, and this charge will be reviewed in June 1979.

A planning or steering group, representative of users, has been established to consider plans for the national development of ASCIS even beyond the pilot stage. That group will be serviced by an executive committee which in turn will have a part-time executive officer to be responsible for day-to-day aspects and to liaise with SAERIS. The Commission has provided funding for these activities.

Needless to say there are some question marks about some aspects of the scheme. For instance there is no guarantee that the scheme will be more acceptable or more satisfactory than the original project using cards from the National Library. At least schools will know for which items cards are available; also they have the option of copy cataloguing which some have already indicated they will do.

The intention of the project in the short term is to provide some much-needed and sought-after assistance to schools and school systems, and in the long term to help in the development of a national scheme or series of schemes for the exchange of bibliographic information. In this regard there are two factors of critical importance. One is the real or the assumed need for individual differences to be catered for. The other is the absolute need for compatibility between systems.

Hopefully the project will serve the purpose of helping to solve one of the most difficult problems ever faced by school library services in Australia.

DEMOCRATIZATION OF EDUCATION-IMPLICATIONS
FOR A BALLARAT SCHOOL

Ivan Willcox*

During the first four days of this conference you have heard a number of speakers discuss the recent innovations which have taken place in Victorian education. Visitors from overseas will find it strange to hear how we are gingerly entering what to us in Victoria are the uncharted waters of school based curriculum, school based decision making regarding allocation of finances and community involvement in our schools.

Victoria has a tradition of centralized authority in all matters concerning schools and teachers such as myself always referred to "The Department" or "Them in Melbourne" or if we wanted to be really specific or terse "The people of Treasury Place"-the Melbourne address of the Education Department.

Courses of study, curriculum changes, administrative directives and information on fund allocation and how it was to be spent, all arrived at schools to which I was appointed by the magical means of the mail service of the Australian Post Office. Occasionally in the 1950's and 1960's when I started teaching a visit would occur, on a district basis, of an "expert" from Curriculum and Research Branch in Melbourne who would conduct an inservice activity. I am still awed at the prowess of the "expert" who had the task of explaining the developments in mathematics of the early 1960's to a group of teachers from a country district in an allocated time of 2½ hours. This was to be my only formal training in this subject.

What changes have taken place and in particular how have these changes affected individual schools? In my opinion, one of the most far reaching changes, although it is still in its developing stage, is that of the establishment of administrative regions. The first move in this direction took place on January 1, 1972 when three regions were established on a trial basis. These regions were in country areas and based around Bendigo, Ballarat and Moe. After the initial success, eight other regions were established, five in the large metropolitan area of Melbourne and now a total of six in country areas.

The Ballarat Region is approximately 150 miles in length, 100 miles in width and contains approximately 170 government schools, with enrollments from

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eight children to over one thousand; forty non-government schools; around 31,000 pupils and 1700 teachers. Ballarat, while an administrative center is not a geographical center as you can see so some problems of communication still exist.

The establishment of the regions has meant that many administrative decisions are made by people based within the region; decisions on the establishment of new schools and the maintenance of existing ones are entirely the prerogative of local officers. No longer can we always refer to "Them in Melbourne" as anonymous decision makers, now its "Them in Ballarat" or "Them at the Regional Office". They have moved much closer to us in schools.

What of curriculum development? Traditionally the Victorian Education Department has been administered by districts called Inspectorates with the administrator called the District Inspector. Most of their influence is now with primary schools. Under the centralized scheme of curriculum development and dissemination the Inspectors passed on some directives and were requested to see that courses as prescribed were followed and that such inservice activities as my $2\frac{1}{2}$ hours in mathematics were held when trained personnel were available. Some felt handicapped by this and used local people to conduct their inservice programs.

The situation now is vastly different.

We have undergone an explosion of activity from teachers' groups who are producing curriculum outlines and working on curriculum projects under the guidance of, and with great encouragement from, district inspectors. If you are familiar with the Individually Guided Education Project produced by Wisconsin University you may be interested to know that the Word Attack Skills segment has been adapted to Victorian conditions by a group of teachers in Ballarat; the mapping skills segment adapted by teachers in Warrnambool, a Ballarat group have produced booklets of worksheets for remedial reading; a reading curriculum is being devised here to incorporate these developments so all schools may utilize these developments; an objective based mathematics curriculum is being developed; the Stawell Inspectorate has a group of teachers who write and produce a fine journal for distribution amongst teachers. This type of activity is being conducted all over the state.

There are also available for consultation a number of locally based consultants. In both primary and secondary sections subject consultants are based in schools for part of the week with a teaching allotment while for the remainder of the time they are available for consultation by other schools or to conduct inservice programs for teachers. The post primary consultants are

drawn from throughout the region and are available to all schools in the region; the primary consultants work on an Inspectorate basis. However, it is common practice for consultants from the inspectorates to work together in planning activities for the teachers to whom they are responsible. In 1977, primary and post-primary language consultants worked together to arrange a workshop with Professor James Britton for the entire region.

At my school I can call upon consultants in language, social science, mathematics, physical education and a teacher-librarian. I can also, if I wish, consult with post-primary consultants to find out what developments are taking place in curriculum in their schools.

As well as school based consultants, I can call upon a number of specialist agencies based in Ballarat. These are staffed by teachers with specialist expertise and qualifications as well as by members of related professions.

1. Special Education Units

These offer professional advice to teachers regarding children with problems in learning literacy and numeracy skills. Displays of teaching materials are maintained and children with problems are brought to the center for diagnosis, a program of instruction is devised and the specialist teacher then confers with the classroom teacher.

There are units based in Ballarat and Stawell.

2. Audio-Visual Resource Center

The center is the base for the supply of Education Department produced slide kits, charts, film strips and other audio-visual material. A/V hardware can be serviced here. The center has established a fine collection of photographic equipment so that schools have a supportive service in this rapidly growing area of activity.

3. Ballarat Community Education Center

Funded by the Schools Commission in Canberra, the Center was one of 32 established throughout Australia in 1973. In cooperation with the regional office it has established and maintained a small professional library of some 2,000 titles and 70 journals. It offers reprographic facilities and other support services to subject associations and school based subject consultants and, of course, individual schools and teachers.

It is managed by a committee of elected teachers and community representatives.

4. Specialist facilities for handicapped children

There are available specialists who will consult with teachers and arrange

treatment for children with such physical problems as speech, hearing or sight defects; who have emotional problems or who have social adjustment problems.

Two important services outside Ballarat are:

5. Ararat Education Center

Run by a committee of teachers, staffed on a voluntary basis and funded under the inservice education program of the regional office, the center provides a meeting place, a small reference library, reprographic facilities and the supply of some stationery to schools.

6. Maryborough Teachers Center

Based on the district inspector's office, it offers meeting areas, small professional library with audio-visual and duplicating facilities for inservice education.

A further resource available only to those schools listed as disadvantaged and requiring supplementary grants is

7. Primary Resource Center (Disadvantaged Schools)

Funded through the special program administered through the regional office it serves a co-ordinating and liaising role. Some curriculum materials produced by schools in the program are prepared here, material is gathered from outside the region and all are distributed to participating schools.

As a teacher in a school, what does all this mean to me? It means that now, when I sit with a committee of teachers from my school to plan the developments in curriculum which we desire. I have a locally based support service of experienced personnel, specialist equipment and facilities to review new publications. This is as well as the service which has always been available from the Curriculum and Research Branch in Melbourne.

Through the Ballarat Community Education Center, I have access to the Curriculum Development Center in Canberra and the resources of the National Library of Australia and overseas material through the ERIC service. The small committee of teachers from P.S. 2022 Ballarat is not a lone voice in the wilderness.

The Report of the Curriculum Services Enquiry for Victoria published in 1977 recommended the establishment of service centers. We in Ballarat pride ourselves that we have developed many of the services recommended although not on the scale envisaged by the Committee of Enquiry. One area I want to see is the development of a fully supported professional library, linked to a central curriculum authority by computer where records of local curriculum initiatives and developments are stored. In this way I and other teachers interested in

curriculum will not have to rely on informal links which I have established with teachers from other regions to find out what is happening elsewhere. The librarian placed in charge of such a service will be a key figure in the distribution of information about curriculum developments throughout the region.

I have mentioned some developments which affect me as a teacher in a school. Regionalization of administration still is used only for some aspects of school matters, many areas are still controlled centrally. There are still matters where district inspectors are responsible directly to the Education Department and others where they work within the region. There is still much work to be done.

Where does the school librarian figure in all this development in curriculum? I believe that because of their special expertise and training the school librarian must have a voice on school curriculum committees and must try to keep abreast of the developments which are taking place in schools at both primary and post primary levels. The inspectorate and regional level subject committees should also have a representative of the school library profession on their planning bodies. Their special expertise is invaluable to decisions on availability of resources to implement curriculum changes. This means that the school librarian must remain informed of developments in commercially produced material as well as the production of school-based materials.

Other implications are in the area of co-operation and co-ordination. Many schools are using such commercial curriculum materials as Man, a Course of Study (MACOS). These are expensive and few schools have the financial resources to purchase the kits entirely. However, the idea of co-operative networks is not new, and, as schools have gained some independence in decision-making, I believe they must start looking at the co-operative purchase of such expensive units.

Other ideas which have been successful in other school systems relate to union lists of certain materials-tapes, A/V kits, records, video tapes- with these lists coupled to a formal interlibrary loan policy between schools. This must be of a voluntary nature for schools can not be compelled to participate under the administrative policy that exists at present.

Leaving curriculum development let us look at the development in community access to school facilities. Again this is now a policy of the Victorian Education Department and in the Ballarat area school librarians are actively looking at ways in which such ideas can be implemented. The concept of community-school libraries springs to mind and many schools have investigated this possibility.

The boundaries of the Ballarat Education Region are closely allied with the boundaries of the Central Highlands Regional Library Service which is the authority for public libraries. This excellent, and expanding service, with branch libraries and a developing book mobile service mean that the idea of shared facilities is not always necessary. However, one school, Lake Bolac High School, has a joint facility to serve its small rural population. No evaluation of this service has yet been undertaken as it is still in its infancy. However, two new post-primary schools being built in Ballarat have been planned so that when the buildings are completed the library facilities will be positioned so that access to them by the public after school hours will be easily achieved. If necessary they can be enlarged to cater for any extra space required if a public library branch is incorporated with them.

Other schools are making their facilities available to students from other schools or people undertaking adult education courses. Many primary schools are encouraging parents to come to the library to choose books with their children; to listen to story telling sessions or to attend special evening sessions of films or games or story telling about special themes. Not all are successful, many parents are suspicious of such activities seeing them 'not as true learning' or perhaps they remember the schools of their childhood.

Finances are improving for school libraries-no longer is the library seen as an extra to be supplied by the parents with books being bought by subsidy from the government after the school community had raised a requisite amount of money. Today every school receives a grant based on the enrollment of the school. The danger is that this money is paid to the new school councils who decide where most of the money received is to be spent. While I know of no school where this happens it is possible that the library grant could be used in part in other departments of the school. Librarians have to become very competent in budgeting and presenting well reasoned arguments for the continuance of their funds.

I have listed some of the changes I have seen brought about by the move to democratize our education system. Many of the changes we are experiencing are normal practice in other systems and we can learn much from them. In matters of school based curriculum we find the path often difficult as it is found that all the dire warnings found in texts about resistance to such moves by teachers and parents, about finding time to develop courses, about locating suitable resources are all so very true in practice.

What of the future and in particular the future of the school library? I am extremely worried that with the demands made upon school librarians and

their willingness to be in the forefront of most innovations that we will need to have a race of super people developed who are experts in teaching and librarianship, competent in curriculum planning, community information officers who in their spare time maintain a school library. The calibre of school librarians with whom I come into contact is of the highest. Perhaps people who arrange inservice education can also look at inservice education for school librarians in the field of curriculum planning. It is imperative that a system of support service be maintained so that basic routine duties and processing of many of the new items received be carried out by others than the professional school librarian so that her time is taken up by the specific tasks for which they are trained.

An encouraging development is that school librarians from the three inspectorates meet regularly for discussion and inservice training. This formal organization also leads to an informal network of information. I wonder at the chagrine of the itinerant book salesman who came to Ballarat early in 1977 and tried to sell books at prices substantially higher than through the normal retail outlets. In 24 hours every school librarian in Western Victoria knew about him and his methods. Hopefully a similar network of information on curriculum development can be started.

The future of school libraries in Ballarat is bright. Ten years ago we had probably the worst school library facilities outside of the most disadvantaged suburbs of Melbourne. Now most schools in Ballarat have central libraries with trained school librarians in charge. This year I have been associated with two schools with purpose built central libraries with qualified and experienced teacher-librarians in charge. Both are exciting, vibrant places to visit and are in constant use all day. To enter at lunch time, recess periods or after school and to see the numbers of children making effective use of them is encouraging to a person who is a teacher, a librarian and part of the school's administration. The 7-8 year old children whom I teach are so library conscious that I have to be careful about subjects which I mention incidentally during class time for now I know that during the next lesson break the library will be denuded of resources on that subject and they will appear in my room with the cry,

"We found this in the library for you"

That is what we are all about isn't it?

PATTERNS FOR LIBRARY PARTNERSHIP

Lucille C. Thomas*

Historically public school libraries and public libraries have worked together in various ways in the interest of education. As both schools and libraries have grown and changed to meet the needs of changing times, studies have been made and standards have been established toward achieving the degree of excellence set forth in the guidelines for the various types of libraries.

Changes in the field of education, community planning and technology have lead people to question the separate institutional approach. Administrators, fiscal officers, legislators and librarians question the overlapping roles.

Traditional school library service can no longer satisfy the needs of elementary and secondary school students. It is obvious that boundaries between school and public libraries must be broken and new concepts which consider establishing cooperative services at higher organizational levels and involving groupings beyond existing local organizational framework must be developed.

As I surveyed the literature, I found that three patterns for library partnership have emerged. First, the leadership felt that all lines of demarkation should be erased and school and public libraries should merge. Some of the decision makers thought that the school was more capable of providing all the services for students and parents; others were sure the public library could do the job better. Second, after realizing that public and school libraries preferred keeping their identity, emphasis was placed on inter-library cooperation. Third, the network concept for all types of libraries is gaining attention.

Confronted with a shrinking tax base due to population attrition and the demand for expansion of social services, Olney, Texas conceived a merger of the elementary, junior high and high school libraries with the city public library. The Olney citizens decided that this library pattern held the promise of improved library and information services for all citizens in the community. The Olney project attempted to increase community involvement in planning the facilities and the programs. Workshops for concerned citizens were conducted to provide community input into the program to be carried out in the merged library. To increase community awareness of potential library services,

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films were shown, visits to libraries were scheduled and discussions were held.

Survey research was conducted to answer the following questions: (1) Who uses the public library? (2) Why do they use it? (3) What are the community attitudes toward the library? (4) What are the student attitudes toward the school library? Statistical information about circulation, public relations, budgets and staff was used as a baseline from which improvements in services and facilities offered by the new library were evaluated.

The advisory committee developed an overall plan for coordinating services. The libraries provided outreach services to the elderly; a union catalog listing of the holdings of all four libraries was compiled; community surveys had been conducted; and this led to an increase in the use of reference service by businessmen and the larger community.

During the second year of the project a professional librarian was employed to work full-time in planning and equipping the new library. This person was retained as head librarian for the library.

The third year a building to house the libraries' holdings and to serve as an art center was constructed. Methods introduced to enable the library to support the school curriculum and career development opportunities were evaluated. Aspects of library services devoted to the service of special clientele and to publicizing the overall facilities of the library were evaluated for their possible positive and/or negative effect. The Olney library is an example of a merger of school and public libraries that provided total community service. The study was conducted by the North Texas State University with a grant for \$111,000 from the Office of Education.

In Arlington, Virginia a merger of the public and school libraries was approved by the city officials. The plan called for the facility to be housed in a school to serve as a "community" library for all ages. Unlike the Olney project, this proposal was conceived by the officials not the people of the community. Consequently, a group of Arlington residents filed a suit in court which was aimed at blocking the construction of the "community" library.

The Langston Hughes Community Library and Cultural Center, opened in 1969, serves a black community in the borough of Queens in New York City. A Board of Directors, which include community representatives, is the governing board for the library, which features black heritage materials. In addition, the library offers opportunities for school sponsored tutorial programs directed by the New York City Board of Education. The Langston Hughes Library is an alternative to traditional library program, not a displacement of existing services.

The Philadelphia (Pennsylvania) Action Library, located in inner city is an outgrowth of two years of research in use of learning media. The research staff studied the use of learning media by children and young people in the public, parochial and independent schools, starting with the assignments made by teachers. The results of the research revealed that while materials sometimes fall short of meeting student needs, the solution to the problem of how to increase student use is not to be found in library collections themselves. The problem is more complex and involves not only the size and level of collections, but also the environment in which they are presented, the motivation aroused for their use, the guidance given in their use and the elimination of the frustration which the student encounters.

Based on these research findings, the Interagency Committee, which sponsored the Philadelphia Project, decided that there was need for an experimental demonstration in the form of a library-student learning center. The center serves as a bridge between the school and public libraries and the community. It has the freedom and flexibility of a small independent agency. Although the primary goal of the center is to stimulate and educate students to use library resources, the facility offers special activities for adults, with the objective of encouraging parental support for their children's education.

Initially the project was funded by the United States Office of Education, and is a joint venture of public, parochial, private and independent schools and The Free Library of Philadelphia. The Board of Education serves as the fiscal agent for federal grants and the public library administered the Library Service Construction Act (LSCA) grant. The Interagency Committee, with representatives from schools, public library, colleges, guide the project. The staff includes a variety of professionals, such as, teachers, librarians and community workers, who talk with neighborhood groups, visit homes and maintain continuous contact between residents of the community and the Action Library. They work with individuals and small groups rather than in formal structured situations.

The project staff formulated a program which is one of exploration and flexibility, seeking ideas from professionals, parents and young people themselves. The program serves a neighborhood rather than a larger community. The resources provided are those which stimulate learning, support the activities of the Action Library, provide successful experiences in seeking information and relate to immediate interests growing out of personal concerns and neighborhood and family life.

The program's focus is on learning activities for which resources will be provided, rather than on collection of materials which might be available in another institution. Personalities, happenings, drama, art, crafts, manipulative displays, games, films and various other activities are used to attract the disenchanted students and to introduce them to recorded knowledge.

In 1967, the Commissioner of Education of the State of New York established the Committee on Library Development and charged it with plotting next steps for library development in the State. It was implied from the committee's inception that its concern should embrace a library program designed to meet all the library needs of all people of New York State.

One of the recommendations made by this committee stated that the elementary school media center (library) should have the responsibility and the capacity to meet all the library needs of all children (preschool through sixth grade) except those in health, welfare, and correctional institutions.

1. This recommendation was not intended to prevent children from using other types of libraries, notably public libraries.
2. Hours of school libraries were to be extended through evenings weekends and vacation periods.
3. The library should be located in an area of the school easily accessible from the outside. Access and transport should be planned by the school district to permit maximum use of the resources during evenings, weekends, and vacation periods.
4. Advisory service to parents and other adults working with children should be the function of the school library.

The New York State Board of Regents recognized the many problems of legal, financial, facility, staffing, and administrative import involved in the recommendation, but believed consideration and experimentation were warranted. Therefore, the Regents directed the Commissioner of Education to appoint a task force of appropriate personnel from public libraries, public and private schools, and other educational agencies and the general public to design a pilot program for the purpose of appraisal of the recommendation. I had the privilege of serving as a member of that task force.

In compliance with the Commissioner's charge, the task force designed a pilot project. However, this project was not funded. There was intense and sharply divided reaction to the recommendation from the field.

Follow-up reports indicate that only a few of the alternative patterns of library service survived. Interlibrary cooperation was considered as a solution to some of the problems. The basic premise of interlibrary cooperation

is neither school or public library alone can provide the quantity and quality of materials necessary to serve all the demands of curriculum needs and community interests. Each institution continues to control its own destiny. This means that each institution retains the ultimate right to withdraw if cooperative efforts are not satisfactory. The support of top leaders in each institution is essential to successful cooperation.

Two attributes essential for successful school-library cooperation: sincere interest in serving clientele and a willingness to innovate.

It is essential to establish a basic philosophy at the outset and to recognize the importance of both the school and the public libraries in the meeting of educational needs of every community.

Although some communities prefer that school and public libraries remain apart at the administrative level, they must work very closely at the service level. Many patterns of school-public library cooperation have been demonstrated. Some of the worthwhile projects are in the following areas:

1. Union catalog on a regional basis
2. Interlibrary loan communication systems
3. Union lists of periodicals on a regional basis
4. Joint legislation for adequate budgets to increase materials holdings, salaries and improve facilities
5. In-service training
6. Dial access to central information banks
7. A liaison librarian who sensitizes other librarians to their responsibility and establishes lines of communication. For example, there is a school-public liaison consultant on the state level in New York
8. Service by contract, crossing types-of library lines, at both regional and local levels. For example, contract to provide centralized processing for schools, colleges and/or public libraries.

Three library systems in New York State experimented with a school-library coordinator, who worked with teachers, librarians, administrators and parents. The aim of the experiment was to make as much material as possible available to the student in and out of school at the time of the assignment. The funds provided for the supplementary book material to be loaned to school libraries.

Jean Connor, former Director, Division of Library Development, New York State Education Department, suggested that the best approach to interlibrary cooperation is a phased-in approach in which careful consideration is given to

the involvement of all concerned, to selective programming, and to continuous evaluation of results. The first place to begin is a study to find out materials available, how materials are used, information about the users and potential users. The State Library agency bears the greatest responsibility for planning for interlibrary cooperation. An advisory committee to the State Library agency on statewide library development is helpful.

The development of networks involving all types of libraries is emerging as a viable plan for the future. Networks are systems allowing for movement of information from one point to another. In a network each library maintains its identity but works together to meet the needs for information.

A network makes it possible for information to flow when needed. There may be a delivery system involving electronics or mailing books in interlibrary loan.

If libraries are to serve all people, they must know what all the people need. All people including the user and the potential user; the rich, the middle class and the poor; literate and the illiterate; all ethnic groups. The network increases the efficiency of information to the people and puts it all together.

In New York State there are 22 public library systems and 9 Reference and Research Library Resources (3R's) Regions and the New York State Interlibrary Loan (NYSILL) but school libraries are not included. Legislation has been introduced that would form a state-wide network including schools.

On the basis of my reading on Patterns of Library Partnership and my experience, I have drawn certain conclusions:

1. Professional esteem seems to be rooted in the separation of the public library and the school library
2. The school library and the public library prefer to maintain their separate identity.
3. No individual library can develop the resources and services to meet all the needs of the community which it serves
4. Interagency library cooperation is a means not an end. The objective is to effectively pool and share library resources so that individual libraries may meet more fully the total needs of the clientele
5. Effective sharing of library resources and services on a broad or comprehensive scale will be possible only through a system or network approach
6. All concerned must seize upon opportunities for sharing resources

and services and for participating in library systems and networks on the state, regional and national levels.

Whatever the objections to cooperation may be, tangible evidence that there are advantages in the growing number of regional councils, consortia, and networks which have been formed for the purpose of sharing resources or accomplishing some other beneficial purpose. I predict that the number of school libraries participating in networks will continue to increase.

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THE ROLE OF THE SCHOOL LIBRARY IN THE TOTAL
COMMUNITY LIBRARY SERVICE OF BALLARAT AND DISTRICT

Ann Beggs*

I would like to introduce this session by outlining the characteristic features of our community and the types of library services which exist to serve particular groups within our community.

Ballarat is a regional center with a population of about 70,000 people, at the heart of a network of highways which link it to many cities and small townships throughout the central and western areas of our state. It is in many ways an ideal city for the development of community services, being small enough for travel to be fast and easy by car, and small enough for people to meet each other for social and professional purposes.

The city of Ballarat itself is very well served with libraries; the long established Central Highlands Regional Library Service which brings public library services to Ballarat and surrounding areas, it has good tertiary education library facilities, special libraries and information centers, and in recent years a large number of school resource centers. It is also the administrative center of the Ballarat region of the Education Department of Victoria, and the home of the Audio-Visual Resources Center and the Ballarat Community Education Center which both provide curricula support to teachers and community organizations in the district.

Unfortunately there is no formal co-operation between these different sorts of libraries. We have no regional resource centers to process materials and maintain lending collections such as exist in Canada and the United Kingdom. However, there is a fair degree of informal co-operation between libraries, and facilities exist to answer most basic information and recreation needs. But in the future a more formal library network will have to be formed so that duplication of resources can be minimized and computerized information retrieval services provided.

A unique feature of our educational region is the very large number of small rural townships within a 70 kilometer radius of our city. Of the 136 State Primary Schools in our region 87 or 63% have enrollments of between 7 and 50 students.

These small rural schools are most interesting in a community context. They are too small to be eligible for the services of even a part-time teacher

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librarian, and most have only very small and inadequate resource collections to support their curricula. In these areas community spirit is strongly developed, and the school is often the only place where members of the community can meet. So the school is ideally placed to act as a community resource center, through the joint efforts of the Education Department, Shire Councils and Public Library authorities.

I will now ask our panel to address themselves to the following questions;-

1. In what ways can school libraries extend their services to the wider community?
2. In what ways can schools use existing library services in the community?
3. What kinds of regional support services exist to meet the needs of schools in country areas?

Maisie Cunningham

Ladies and gentlemen:

Miss Beggs has outlined the Public Library service provided within the Central Highlands Region of Victoria. It is my task now to attempt to bring to you a view of the role that Education Department libraries in Primary Schools are playing in providing the children in the area with motivation and skills to use the library facilities available to them to further their learning process and to cater for their leisure time and recreational reading.

In doing this, let me first define the area about which I am speaking. The State has been divided into Educational Regions. Each Region comprises from two to six Inspectorates. Six of these are Country Regions and five are within the Metropolitan area of Melbourne. The Ballarat Region is divided into three Inspectorates - that of Stawell, Maryborough and Ballarat itself.

We are reaching the desirable stage in Ballarat, where most government library positions can be filled with trained people. This satisfactory situation has been attained since the College of Advanced Education offered the Graduate Diploma in Teacher Librarianship course.

The library buildings from which service is provided are varied, but, for the most part, they are quite satisfactory to very good.

SUPPORT SERVICES:

Support services to school libraries in Ballarat come from several areas.

First: Library Branch - Melbourne - whose services include the following:

Abstracting service

Bibliographies

Buildings planning & advice, also advice on furnishings

Central cataloguing services

Demonstration library

Education Department Central Library

In-Service education

Publications such as Newsletters, Reviews, Sch. Lib. Bulletin

Research and predictions of needs and trends

Staffing liaison

Statistics

Teacher Librarian Adviser liaison

Second: Teacher Librarian Advisers whose task it is to be aware that to stimulate improved library and related services, consideration will need to be given to the following areas of involvement:

- a. All central libraries within the inspectorate including the base library
- b. Schools within the inspectorate without full library provision.
- c. In-service education for untrained personnel
- d. Regional liaison
- e. Other duties which arise from time to time
- f. Teacher-Librarian Associations

Third: The Regional Directorate

Support comes in the form of finance for programs which are run on a Regional, Inspectoriet, Staff or Special group basis. Priorities for this are drawn up by Ballarat In-Service Education Committee. The Buildings Priorities Review Committee decides on funding for: new buildings, up-grading school buildings, cyclical maintenance, up-grading 'found space' in small schools

Fourth: Support comes through the District Inspector. Two way liaison between the D.I. and the T.L.A. takes place on matters pertaining to library staffing, library programs, and library buildings and other matters as they arise.

Fifth: The support provided by the Audio Visual Resource Center is valuable. This is in the areas of:

- Materials available for purchase
- Materials available for hire
- A/V equipment available for loan
- Film showing circuit and visits to schools
- Equipment recommendations
- Tape copying services
- Reprographic services
- Photographic services - dark-room facilities, developing, etc.
- Production services
- In-service education in
 - photography - basic & advanced
 - audio taping
 - reprography
 - over head projection
 - film making - basic
 - television projection
 - film appreciation

Sixth: The Community Education Center provides support in the form of:

- Consultation with staff
- Library
- A/V equipment loans
- Photocopying
- Duplicating
- Meeting venue
- Offset printing
- Book binding
- Cassette copying
- Laminating & dry mounting equipment
- Curriculum materials
- Spirit masters
- Kits and games

Support also is available through the formation of the local Teacher/Librarian Association in which local librarians are joined by those from the Maryborough area.

The objectives of the association are:

1. To foster the basic educational aims of school librarianship through interaction with principals and teacher-librarians in the region
2. To increase the professional competence of school library staff through the exchange of knowledge about current library practices
3. To develop the school library services as part of a local and regional network at primary and secondary levels. The organization of the association is along these lines:

Meetings are held twice a term, commencing at 3 p.m., which means they are partly in school time and partly in the members own time;

Meetings are held at different schools, - to include primary, secondary and technical schools;

Each school is asked to support the association with a small annual subscription.

Lastly, a copy of the minutes is circularized to the District Inspector, each Principal and to each teacher-librarian in order to foster communication and dialogue between these persons.

In conclusion, I wish to point out that the School Library is basically aiming to fulfill its role in the total community library service in Ballarat Region by:

1. Participating effectively in school programs - with staff, children and parents
2. Providing children with the library materials and services best suited to their growth and development
3. Promoting and stimulating all phases of children's reading - both in interest and experience.
4. Providing an opportunity for children to develop satisfactory habits social behaviour and co-operation
5. Helping children to become skillful and discriminating users of libraries
6. Working with teachers in the selection and use of all types of library materials and resources which contribute to the teaching/learning program
7. Participating in the professional growth of the school staff.

When a child is both confident and competent enough to walk into any

library and be able to use its resources successfully, then that child has at his disposal a valuable tool that will serve him all his life.

Ann Jackson

Until 1978 the services to Post-Primary Librarians in the Ballarat Region, as in all regions in the state, were primarily in the hands of the Education Department's Library Branch - Melbourne. In 1977 the Education Department's policy towards all of the Special Services Division began to change drastically and this change in policy meant a lessening of personnel at Library Branch and because of this a lessening of the services that Library Branch could offer to librarians in schools. Regionalization within the school system has been with up for some time and in view of staff cut backs at Library Branch and to ensure that services to schools would continue, it seemed, to do so, more must be done at Regional level. Towards this end in 1978 in the Ballarat Region the positions of library consultant was established. The job of consultant in this region is to help in any way possible 28 post-primary schools, 10 High schools, 9 Technical schools, 9 Independent and Registered schools.

I see the role of consultant as first of all providing on the spot service to any needs of the librarians and/or schools within the region. While I am in theory on duty as a Consultant two days a week, schools are aware of my location as librarian at Ballarat East High School and through the understanding of my Principal I am available any day of the week to provide immediate service to any urgent need. As a regional based consultant it is possible to visit schools frequently and regularly and these visits I believe carry out an important function in that principals, teachers and librarians are able to identify more personally with the staff at Library Branch. A number of the schools in the Ballarat Region are staffed with young, competent, but inexperienced librarians, to these people a consultant easily available can become a shoulder to cry on, a sorter out of problems, a sounding board, a link between the other librarians in the region, thus hearing ideas. Also being a communication link in continual contact with all librarians a consultant can organize programs within a region directly related to the needs of the region. An example of this is our next In Service Education program "Sharing Resources". A consultant is also a direct link with Library Branch and as such can communicate quickly via the right channels concerning problems outside a consultants role e.g. buildings, furniture, staffing etc.

Other services within the region which are in regular contact with school

are:

- a) Audio Visual Resource Center situated in Ballarat to service all schools in the region. This service is particularly important to post-primary with the influx of audio visual equipment into these schools as yet there is very little provision for trained audio-visual technicians in country areas and librarians are finding that this too must become one of their tasks.
- b) The Ballarat Education Center provides support services to librarians in a number of fields - Audio visual equipment loan, reprographic service, excellent reference library and so on.

There are two post-primary in this region who are fulfilling a role in the Community or are planning to do so.

Library Branch High School is situated in a small country town on the south west corner of the region. They have no local library as such.

With a bulk loan of books and voluntary help in a small hall in the town the library was available to the rural community odd days a week. Now the library is incorporated into the school library and is organized by the school librarian e.g. a reader who has a particular interest in a topic may require more material on this topic. This is taken care of by the school library, who orders, and deals directly with the Regional Library in Ballarat. The library is open to the public each day 9 - 4 Fridays 9 - 5, this scheme is working well and the hours seem to suit the people of this small rural community.

The other post-primary school in this region involved in Total Community Library Service is Wendouree High Technical School. This school, which commenced its building operations this year, has many designs and statements in their original blueprint to enable this to be the first school in the region to have total community involvement. To this end there has been discussion concerning a co-operative to enable them to fulfill the original idea.

Bruce Turner

The School of Mines is fulfilling its role as a Technical College and Trade School. the enrollment of Trade Trainees and Apprentices has increased and will remain a major field of the School's activities.

Within the Library we are making a concentrated effort to improve our

service to the traditional trade areas, mainly by going out to the Trade Workshops. We know that we will wait for ever if we just rely on availability and invitation to attract these people to the Library.

I intend to talk to you very briefly today about our involvement and development as a College of Further as well as Technical Education - as a Community College in fact and the Library's role in this.

School of Mines is developing a whole range of new and different courses. These range from the usual part-time business studies, secretarial and stenographic courses to such unusual items as a Management course for Caravan Park managers. We are currently conducting a course for the Owner/Managers of Small Business's. Obviously some of these courses make little if any demand of the Library, others quite a lot.

We try to arrange that all new classes and courses - include a visit to the Library - if possible on the first evening and prior to the first lecture.

And no matter how brief a person's association with the School of Mines might be, we try to get them involved with and interested in the Library. As an example of this - the School recently held a one day seminar for women in a Hall near the School. Approximately one hundred women attended. The library staff had arranged a display and were in attendance.

I believe we are having success in getting people who join hobby/recreational type classes offered by S.M.B. to join the Library. Whenever a new course begins we are trying to arrange a display of books relating to the subject, either in the classroom or in the Library and to have a library staff member on hand in the classroom to enroll people as Library members.

An interesting development in the T.A.F.E. (Technical and Further Education) area is the development of the Victorian Off Campus Network. This has grown out of the Royal Melbourne Institute of Technology's - Technical College External Studies Department, and now consists of a State wide network of Off Campus Studies Centers of which S.M.B. Ballarat is one. A wide variety of external courses is provided and these obviously involve the Library.

S.M.B. has - off campus students studying a wide variety of courses ranging from Biblical Studies, Navigation, Forestry Management and the Mechanics of Farm Machinery. Earlier this year after consulting our Off Campus Coordinator we sent a circular to all Off Campus students telling them of our services, hours of opening etc. and what we could or would do for them. We have invited all Off Campus students to visit the library if in Ballarat and have had an excellent response to our invitation.

MARGARET SCOTT MEMORIAL LECTURE

Jean E. Lowrie*

To be invited to give the Memorial Lecture in honour of Margaret Scott is a personal privilege of the highest order.

As many of you know, Margaret was one of the first directors of IASL, representing Canada. Indeed she attended the 1970 meeting in Sydney when the decision was made to organize an independent association for persons interested in promoting school librarianship and was selected director in 1971 in Jamaica. She attended all IASL Board meetings until her sudden and tragic death in 1976. She participated in programmes for IASL and in the tours planned before and after conferences. Her sense of humour, her creative ability, her administrative skills, were known to many people in many countries. She shared her knowledge and her skills generously in Canada and in the U.S. in library education programmes and conferences. She taught a session at Aberystwyth, North Wales and was planning to retire so that she could devote more time to overseas training and consultant work. It is fitting, indeed, that the committee planning this lecture suggested that I might wish to speak on international development in school librarianship and the work of IASL. These were areas dear to her heart, and it is with a grateful thank you to her for all the support she gave me personally in our initial efforts, as well as to her overall care for all of school library/media development around the world, that I share these thoughts with you.

To begin with the cliché - "It's a small, small world" - may turn you off immediately! I can hear some of you saying - here come the platitudes! All of us today are affected by what people think and do in other countries. Our cultures, our socio-economic welfare, our pleasures, our governments, are inextricably bound into the international scene. "No man is an island unto himself" is more true than ever.

Let me suggest a few reasons why I think all of us - persons concerned about school libraries in our respective countries - should be excited about what is developing in other nations. In the first place, our students already know a

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great deal about this world in which we live - probably more than some of us do. Children are curious; they relate to boys and girls in other countries and cultures without any difficulties. We should encourage and support this, for only through understanding by peoples of peoples will we come near to achieving world understanding and peace.

Secondly, TV, ease of travel, international exchange programmes, translations of books from many countries are a part of most cultures today. We are becoming world citizens whether we wish to or not. Technology, through computers, telefacsimile and satellites, international cartels, international restaurants are changing our concepts. We share at the educational, recreational and scientific levels - why not at the library level. And indeed this is happening. International bibliographic controls and networks have developed. Translations of children's books, compilations of folklore, bibliographies of materials to promote understanding from the youngest child upward, international associations for school and children's librarians, sharing of programme ideas through satellites - these exist to support richer library experiences in all countries. Surely we as school library/media persons should be interested.

Let us look first of all at associations or groups as a means of sharing.

The development of school librarianship at the organizational international level has made exciting progress since about 1967. There are two tracks of which we should be aware. One is the development of the International Association of School Librarianship, and the second is the section on school libraries which has recently been added to the structure of the International Federation of Library Associations. The IASL is the older of these two movements, and now has a membership of over 500 persons and representation from about 30 different countries from around the world. For those of you who may not know the history of this association, let me share a few facts with you. The International Association of School Librarianship itself grew out of the World Confederation of Organizations of the Teaching Professions which is over 25 years old. Back in the early 1960's several aborted efforts were made to interest educators in the international teaching association, that is WCCTP, of the value of developing a section or at least a committee on school library services and developments. Not until 1967, thanks to a small grant from the American Library Association's International Relations Committee, was a meeting held. At the World Confederation of Organizations of the Teaching Profession meeting in Vancouver about 50 people were in attendance. An ad hoc

committee was established at that time, representing Paraguay, Australia, United States, England, Kenya, Ivory Coast, and Malaysia, and functioned as such until 1970. During that period of time it planned programs for school librarians and for educators interested in school library development attending the 1968 Dublin conference, the 1969 Abidjan, Ivory Coast conference and the 1970 WCOTP conference in Sydney, Australia. During the conference in Australia, the school librarians (of which there were well over 100 in attendance) agreed that they would move toward independence from WCOTP and establish an international association. It was decided, however, to continue affiliation with WCOTP because it is important that contact be kept with educators at the international level, and with all levels of education, especially through teacher training. And so it happened that in 1971 at the WCOTP meeting in Jamaica, IASL came into its own as an incorporated international association.

The objectives of the association are: to encourage the development of school libraries and library programs throughout the world, to promote the professional preparation of school librarians, to bring about closer collaboration between school libraries in all countries including the loan and exchange of literature, to encourage the development of school library materials, to initiate and co-ordinate activities, conference and other projects in the field of school librarianship. The association has held annual meetings since that epoch making time. In 1972 it held its first conference in London, in 1973 in Nairobi, 1974 in Singapore, 1975 in Berlin, in 1976 in the United States marking its fifth birthday as part of the U.S. bicentennial celebration.

In 1977 it convened in Nigeria; today we are in Australia, and next year plan to be in Denmark. The average attendance at these conferences is around 100 or 125 persons. There has been a good international representation, with the majority of people, of course, coming from within the region where the conference is being held.

IASL publishes a quarterly newsletter sent free to all members. It publishes the Proceedings of each of the annual conferences for sale to all interested people and librarians. "Persons to Contact" is a list of persons in countries all around the world who are helpful for liaison purposes, either for potential visitors or for information in the area of school library development within their particular country. This is a popular sales item used by many persons. The new "Directory of National School Library

Associations" is just off the press. This will be followed by a collection of statements of the objectives and goals of these various school library associations. Among the IASL committees are a research and statistics committee, a membership committee, a committee to study regional chapter development, a committee on publicity, and one on publications and the newsletter. The research committee is currently working with the School Library Section in IFLA on preparation of international standards for school libraries.

One of the activities for which IASL is responsible is the UNESCO Gift co-operative action program. Our emphasis centers on the premise that developing countries are suffering from "book hunger" because of the scarcity of children's books and textbooks in school libraries. "Books are as important as bread", said one national leader, "and school libraries and librarians can serve as tools in developing literacy". IASL, by supporting the gift program, helps to combat book hunger in developing countries in Africa, Asia, the South Pacific and Latin America, and to meet the pressing need for school library resources. We have distributed about \$19,000 since the program began. I might add that this is a pleasant way to stimulate boys and girls to share in international understanding, as well as to develop pen pals.

In addition to IASL, another international movement for school library recognition began to take shape in IFLA, which had not given much recognition to the role of the school librarian over the years. A Planning Committee was implemented in 1973 following the Grenoble conference. Laverne Carroll (USA) was appointed chairperson. When the new organizational pattern was accepted in 1975 in Oslo, a School Library Section in the Division of Libraries Serving the General Public was included. An international group serve as members of the Committee, including your President and Executive Secretary. In 1976 the IFLA planning group presented its first program session in Lausanne relating to the theme of the IFLA conference. This year's programe will center on Universal Availability of Publications - a topic of special interest to school and children's librarians. The current chairman of the section is Virginia Berkeley from England. As mentioned earlier, these two organizations are currently involved in the preparation of international standards for school library development under a UNESCO grant.

One of the interesting developments internationally is the growth of associations for school libraries or sections within national library associations in many countries and the emphasis which they are making on education, standards, etc. The Northern Ireland branch of the School Library Associa-

tion of England is one of the active branches. It organizes three one-day courses for teacher librarians in a residential weekend conference each year. In 1976 they were joined by the Scotland branch, and an effort was made to encourage teachers to attend. A series of meetings was held on non-book materials in the school library. This School Library Association is spending quite a bit of time on the new teacher librarian certificates which are being awarded to teachers who have successfully passed examinations by local organizers.

The Malta Library Association Council has a section for secondary school library programs, and plans a course for teacher librarians.

In Japan there is both a Japan School Library Association and a School Library section of the Japan Library Association. JSLA is attempting to promote information on school library resources and reading guidance, to do research on these topics, and to promote the overall development of school libraries throughout Japan. It emphasizes specifically booklists and reading guidance programs in the general education program, since many of their members are principals and teachers. The School library section of JLA held a two day workshop last summer 1977 emphasizing resources and reference services in school libraries. Japanese school librarians have organized a Japanese chapter of IASL.

The Fiji Library Association has recently been involved in the development of school library programs and included in a recent conference a paper on the need to give opportunities for pupils to develop language fluency and increase their vocabularies in a second language, either English or Hindi. They were attempting to encourage teachers to read books and to encourage school libraries to acquire materials relevant to their students needs.

Our new directory which lists 29 associations in 22 countries is indicative of the growth of school library organization internationally. I have only mentioned a few examples. There are additional associations for which we do not have complete information which we would like to include in the next edition.

Before looking at some of the specific school library programs, one should look at the overall problems which librarians and educators in many countries are facing. The competition for funds, whether local tax payer's or federal government's, is intense. Each tribal village, each state, each metropolitan system is intent upon acquiring its share of niara, dollars, yen, cedi, etc. for all the many needs facing the local government. Food, shelter, clothing,

jobs come first; education and library programs often are forced to take a back seat, even though all the politicians and governments profess to believe that they are basic to the development of the country. The need to educate the citizens of any country in order that they may have jobs and produce material goods which will in turn assist the economy of a country is paramount. But it is the age old question, which comes first, production or education. How much basic book knowledge is necessary? Can a person be taught to do a job satisfactorily even though he cannot read? Of what value are books? How does a government implement a policy of universal education when the population increases faster than the number of teachers, let alone the number of trained teachers?

The great efforts being made by many countries to leap into the 21st century are commendable and understandable. But the cost in many cases is almost prohibitive. For example, in Nigeria the concept of free primary education for all was promoted by the government in 1974. For the scheme to take off by September 1976, it was estimated that some 163,000 additional teachers must be trained for the estimated 2.3 million pupils who would be enrolled for the scheme of that time. Among the concerns stated by the Federal Authorities was the implication which the Universal Primary Education Act could have on library services. Libraries are needed, but where to obtain personnel and materials raises an enormous problem.

Parallel with the personnel problem in developing countries is the difficulty of obtaining books - text or trade. Where are they available in sufficient quantity to meet the reading needs of the children and young people? The question of the language to be used in the books presents a formidable question for many publishers. In Malaysia, for example, where Malay, English, Chinese, and Tamil (in that order of priority) are the official languages, how does a publisher decide what books should be printed, in which language and how many. Where can he find an author or translator who will do justice to the indigenous material? To say nothing of the effect of heat and dampness on the preservation of materials or the problem of importing books from other countries with the currency difficulties which are ever present.

We who live in the more industrialized countries can scarcely grasp the enormity of these problems. And we stand in awe at the progress that is being made in many countries where teachers, Ministers of Education, and parents are determined that their children will have schools, will have access to reading materials.

Educational patterns vary around the world. Generally speaking, there is a concerted effort to promote universal primary education which may serve youngsters up to 8, 10, and 12 years of age, but following that, education is not easy to acquire in many countries. The secondary school programs are often privately sponsored; the entrance examinations are most difficult; the need for laborers outranks all else. Some countries follow the "American" school pattern of elementary, middle (junior) and secondary schools with no divergence in program until college. Other countries use modified British or European plans where an examination around the age of 11 or 12 separates the children into various educational tracks for further study or simply results in 'drop-outs'.

It is not possible in this short space of time to delineate all the programs - or even all the problems - which are visible in school library/media resource centers around the world. I would, however, like to share with you some of the activities and concerns which are apparent at the present time. These examples are derived from reports in IASL Newsletters and Proceedings, personal visits, and reports which have been shared with me by other international visitors. Although there is great unevenness as you will see, the overall view is a heartening one.

As in so many countries at the moment, there continues to be much discussion as to whether children and young people should be served through the public library, through the school library, or jointly. One English librarian says "in my opinion this (separate) system is better because it means that my loyalty can be undivided (librarians appointed to the school by education department responsible to head teachers) and consequently I have been able to involve myself completely in the life of the school and I think this involvement is tremendously important."

"The Librarian has to belong to the school, has to be seen to belong to the school, has to be seen to care about the school and everyone in it if she is to gain the confidence and respect of both the pupils and the staff in order to be fully effective in her profession." So where does the public library fit in? First and foremost the local public library authority gives provision in the way of materials, AV and so on to the school through a school library service which is an important link for the school librarian with the profession. The helpful advice which they give makes their visits to schools welcome. It is easy to become involved in the day-to-day life of the school if its library is timetabled and the librarian can get out of school then to

see books and talk to other librarians and visit the local branch library through regularly organized meetings with the school library service. She can retain her current awareness and incidentally her professional integrity.

"The local branch library," adds this English librarian, "may also be a good link because it helps make the school librarian less isolated professionally in demonstrating to teachers and pupils how varied and accessible the resources of a public library are. The library is a part of a fully fledged resource center and reprographic unit in the school and should function as a sort of satellite of the local branch library. Telex or computer links, regular book deliveries between the two places, joint book selection meetings, co-operative purchase of periodical and bibliographic tools, joint production of book lists, interloan of display materials possibilities for co-operation are endless. It is possible that teachers and pupils can be lured into going to the branch library during lesson time for project work as well as to make use of the school library itself.

"If the school librarian is working effectively in the school then the children are being taught to use the library properly and hopefully an interest in books is actively being fostered. This can complement many of the public libraries objectives and perhaps pay off with a greater understanding on the part of pupils and teachers of what libraries are all working to the same end 'the education for life' of the child and we should all be attempting to bridge the gap between the school and the public library."

In West Germany the Institute of Children's Literature Research and the publication of a book by Klaus Doderer about the modern school library significantly activated the development of the school library program in the 1970's. The Federal Republic of Germany at that point began to take stock of how school libraries were developing in other countries and proclaimed that a modern school library as an element of a democratic educational system, was important. The government then made plans for buildings, equipment, and personnel. There should be a centralized library and trained staff with at least ten books for each pupil as well as non-book materials integrated in instruction. The concept of the school library was that of an information center to teach all pupils the use of media and self reliance in searching for information. Therefore, the school library in West Germany was considered an "instrument for the equality of chances for each pupil". The period from 1970 to 1974 was characterized by the beginning of discussions, of projects in cultural and educational spheres in the fields of public libraries and school libraries; the first models of school libraries and the new German comprehensive schools were

designed, and the first regulations, rules, and standards for school libraries were developed.

Since that period of time, although there is no homogeneous school library system in West Germany, there has been a development which has been rather interesting. In the large city states an integrated program or type of school library and public library co-operation has developed. It combines both types of libraries in the school buildings, although the library collections and the services are separated. There are both pedagogical and library personnel in these new school library work centers. Centralized cataloguing is carried out. There is a planned program for teaching teachers and pupils how to use the library, and to handle other kinds of central library assistance. These centralized school work centers also give advice on library and school library questions and promote co-operation with the teaching staff. The West Germans believe that this is a beneficial arrangement because it guarantees continuous library work by trained central personnel without too much engagement of the schools themselves, at a time when not too many teachers are convinced of the necessity and effectiveness of the school library.

One of the most significant of these programs is to be found in Bremen where the former librarian of the city library, developed a prototype for school libraries in this area. Librarians and administrators supported a combined school and public library located in the school, although the teachers preferred the libraries for school use only. The combined program was developed somewhat by chance with an annex being added to a school building built after World War II to serve both as a public and as a school library. Ever since then they have combined these and have a comprehensive school, the adult education school, and the public library together.

It should be noted that the public library and the school library border on each other in most of the new school buildings so that there are two separate collections, although they are housed under the same roof. Bremen State has a sub-department for youth library work, where the librarians who work in school and public libraries meet once a month for meetings and discussions. The public library has a separate entrance, with direct access from the street, and the opening hours of the library can then be extended regardless of the school hours or school vacation, and independent from the lesson plans within the school. Since both libraries are housed in the same building, often the cultural activities of the immediate area are planned as a part of the community library program as well.

Danish school library development started as long ago as 60 years but it

has been accelerating for the last 20 years. The development of school library programs has been implemented particularly by the legislation passed in June of 1975 which makes a school library in every public school compulsory. The bill was not revolutionary, however. The establishment of school libraries had been voluntary for municipalities up until that point in time, but most municipalities had long since established school libraries in all schools. The library emphasis is on differentiated education, more student centered or individual education. The teacher tries to adjust by adapting methods and educational materials in accordance with interest and qualifications. Pupils participate in selection of methods and materials. Such education demands a wide range of teaching materials, both print and non-print, easily accessible. Each single school will have a large supply of various materials. The material is catalogued in the Dewey decimal system, and it is done in a centralized processing center for the country.

Public libraries fit into the picture through wide co-operation between public and school libraries. Although these are two different kinds of libraries with two different purposes, they have a number of identical interests and functions, especially technical functions. The Danish Library Bureau and the Danish Binding Center were established to serve public libraries as well as school libraries, and the two kinds of institutions co-operate on tasks of joint interest. Under the Danish Ministry of Education there is a National Institute for Educational Media which has been given a series of co-ordinating tasks in the area of educational media, including cataloguing and registration of educational materials, information for the consumer, co-ordination between producer and consumer, ordering and financing, processing, film distribution, etc. Regional media centers are also part of the Danish program and many teachers come to them for what is called a "pedagogical workshop". Most of the schools have "pedagogical workshop apparatus" or hardware, but the regional workshop is better equipped, and there is both professional and technical assistance for individual production of educational materials. Regional center collections cannot supersede local school libraries and pedagogical workshops. Experience indicates that teachers in schools with well equipped libraries use the regional center more frequently than the teachers from schools with poorly equipped libraries. New quantitative standards exist which must be followed.

One interesting point about the Danish school libraries is that it is not the school librarians who select the material, though they have considerable influence on the selection. Each municipality has a materials committee and

members of the committee are the school librarians of the municipality, teachers and public librarians.

They have monthly meetings to discuss material selection, and the national institute and the regional center also send information about materials. After the meeting the school librarians prepare to advise the teacher's council in the school about the materials but it is not the teacher's council that makes the decisions! The council makes a recommendation and it is the school's parents board which makes the final decision about the school's purchase! The parents board usually accepts the recommendations made by the teacher's council due to the fact that the teacher's council has "considered" the parent's viewpoints when preparing recommendations.

Happenings in Africa are always of interest to us because these are developing countries who are moving very rapidly in the direction of school library developments. Among the African countries, Nigeria, Kenya, and Ghana are perhaps the most active in promoting service to youth. Tanzania, Praetoria, the Ivory Coast, and Ethiopia, up until a few years ago, have also endeavoured to begin and expand book collections and personnel to support what they consider a basic need in their socio-economic development plans.

In Kenya, it should be pointed out that the majority of children's books are not directly related to school educational curriculum are books published outside Kenya. Very little is published in Kenya that is not textual material. A similar comment can be made about publishing in general in Africa.

The majority of the youth population in Kenya is of African origin. But there are also Asian, Australian, and European readers and they fall into two main categories: a. rural population; and b. urbanized and to a large extent cosmopolitan population. Actually, even in the cities, few children have any conception of the use and enjoyment of books. Folk material is particularly enjoyed - a distinct connection with the oral culture which still prevails.

Most African books are published in English though more effort is now being made to print in the vernacular. Little, for example, is published in Swahili, the national language of Kenya. West African publications have done more to correct this lack and many of those titles are to be found in East African countries since the local experiences are quite similar - even though the native languages are quite different. The emphasis is on making children aware of their immediate surroundings and then developing curiosity about the rest of the world.

A program for companies producing children's books in the area south of the

Sahara has been promoted by Unesco. This is similar to the highly successful Asia program - the Tokyo Center for the Development of the Book in Asia. The aim of both centers is to publish large editions of texts in the languages of those countries participating, prepared by authors of the region and complemented by illustrations from native artists. This effort is based on the fact that reading habits are developed by an early age and can determine the behaviour of young adults. Such stories should arouse interest in international understanding as well.

Nigeria and Ghana lead among the West African countries in the development of library service to schools, particularly at the secondary level. In Ghana, school library service is co-ordinated at the Central Library in Accra and a bookmobile carries current materials around to the regional centers. This remarkable program of selecting, processing, etc., is carried on by a staff of three librarians. A year ago one of the papers at their GLA meeting focused on the development of school libraries and the future of library education in Africa itself.

In Nigeria an increasing number of urban families are literate but the actual acquisition of reading materials for the home is seldom done. Generally, children in both rural and urban homes do not experience reading material until they enter school. The Universal Primary Education Act referred to earlier not only has impelled children into the school but has increased the problem of enough reading material. Too often it is a case of "read and pass on to the next person". There is, therefore, no reading tradition on which to build and little is available for older youth to read. Furthermore, this group is out in the streets and fields attempting to earn money rather than going on to the secondary schools and higher education programs. As mentioned in connection with Kenya, the national language in Nigeria is a second language, English still being the common reading language, and there is little written material in the vernacular. However, experimental centers are being established and books in Yoruba, Ibo, etc. are being published which encourage expansion of indigenous books.

An outstanding program of school library service has been developed in Lagos State. This was started as a Unesco Pilot Project and included an education library for teachers, demonstration libraries for both primary and post-primary schools, centralized school library service, and training programs for teacher/librarians. Today services to schools are being operated in most other states. An effective model demonstration media center is the Abadina School Library Resource Center project in Ibadan, operated by the Department of

Library Studies, University of Ibadan. The Bendel State Library Board also operates an effective Book Depot for school and public libraries. This is one of the most efficient programs for acquisition and dissemination of materials to librarians in the country.

Several of the Nigerian states have organized their own school library association. The former East Central State in Nigeria, for instance, has published a school library bulletin on a regular basis. It recently sponsored a two week workshop on school librarianship in the Enugu campus to introduce school librarianship, acquisitions, book collections, children's literature and various other techniques to 61 participants.

The Nigeria School Library Association was formally organized in October 1977 following IASL's conference there. These associations, state and national, are pushing for minimum standards for school libraries, for government support, qualified staff and materials in sufficient quantity for every Nigerian child to read.

Children constitute half the population in the developing world. In India along 42% of the population is below the age of 15. But less than 2% of the titles other than textbooks published in that country are for this age group. The Children's Book Trust which came into existence in 1957 has attempted through seminars, displays and some book publishing to improve the amount and the content of books for youth. Reading for pleasure has not received a great deal of emphasis in the home or school. Mrs. Molini Rao of the National Book Trust recently indicated at a UNESCO seminar that not only was there a scarcity of material but the coverage was so lopsided as to narrow the availability. There is an almost total neglect of those areas which form a viable link with the modern world to which the children must belong. Along with this there is inadequate incentive to authors to write those books for children. A "network of libraries" is the other essential in a country where low family budgets preclude the beginning of children's books for pleasure and 70% of the population still depends on oral communication.

Government support for a good publication program which will not only produce books in quantity, of quality, but also in the various vernacular languages needed in the many states of India appear to be the only answer for the tremendous "book hunger" indicated by Indian educators and librarians.

Librarianship is a comparatively young profession in Malaysia. The professional association is the Persatuan Perpustakaan Malaysia (Library Association of Malaysia). Originated from the Malaysian Library Group first inaugur-

ated in 1955, this Association is very active and has made a significant contribution to the development of libraries. It's Steering Committee on School libraries prepares booklists for the schools. In co-operation with the Ministry of Education, it has organized a National Progress Award for school libraries. Recently several states have organized state school library associations for teachers and heads of schools.

A general survey of some 4,592 schools was made in 1973. Only 19% of the primary schools have centralized libraries. On the other hand, only 2.5% of the secondary schools surveyed do not have library facilities, and 82.2% have centralized libraries. Most of the librarians in these schools also carry a normal teaching load (25 to 30 teaching periods). About 63.8% of the secondary schools have between 1,000 and 5,000 volumes but many of these may be duplicates, obsolete textbooks etc. About 25.7% of the primary schools and 36% of the secondary schools provide library periods. These are mostly for silent reading and borrowing materials. The majority of the libraries are only open during recess and after school hours a short period. It should also be noted that there is great contrast between rural and urban schools.

Since 1973, a School Library Service Unit has been a part of the School's Division in the Ministry of Education. The Federal organizer is responsible for planning and implementing school libraries in Peninsular Malaysia, in-service training programs.

It is particularly interesting to note the recognition of the need for library services in the islands of the South Pacific. The Kingdom of Tonga, for example, consists of 200 islands clustered in the South Pacific Ocean as the southern point of a triangle of independent island states, the two others being Fiji, 80 miles west, and Western Samoa, about the same distance to the north. They are about 1,800 miles due east of the northern Queensland coast of Australia, and 1,100 miles north of New Zealand. Tonga's population is 90,000.

The government of Tonga in the 1950's established a Tonga Traditions Committee to collect, record and interpret the cultural heritage. Funds were voted annually in the first two Development Plans period, but because of limited resources and the urgent requirements of the economic sector, it was deferred. The Government is now convinced that the projects cannot be deferred any longer.

The library situation in the government primary schools is unvarying:

they have no library. Rather the term 'library' is really a very small collection of donated, tattered and worn books and pamphlets, housed in places like the Head Teacher's Office or the staff room. These books and pamphlets are never used because they are of the wrong level and therefore uninteresting.

It has been suggested by the Senior Education Officer that it may be better to start with a Teachers' Library for it will be through teachers that children will be encouraged to read.

This idea has been put forward to several schools and has been well accepted. In all these schools temporary space is available for use as a library and at least one member of the staff is willing to be in charge. The need for a library was strongly expressed as most teachers realize how beneficial a library would be to them and their teaching. It has therefore been suggested:

1. That a library fund be provided for these primary schools to start a Teachers' Library. The amount of money should depend on the students' roll, working on a basis of so many dollars per head.
2. That cupboards (with locks) be provided for storing of books. This will be just temporary until users realize that books are for loan only, for the rate of book losses is incredible.
3. That an allowance for a library room be made if new buildings are to be built. Schools who have no plans for a new building should make available a permanent room for this purpose.
4. For such expensive books as encyclopedias, instead of providing a set for each school, a set amount of sets only should be purchased. These can then be rotated on request or be issued to a school for a whole term. If preferred, this system could be applied to other books.
5. That teachers be taught the functions of a library and how to use a library.

School libraries have been in existence in Israel since the creation of Israel, though elementary schools have had few libraries until recently. But with the extension of free education and the change from 8 years of compulsory education to 6 years of elementary school and 3 additional years of junior high school, the Ministry of Education and Culture has recognized the need for school libraries and established schools which are in non-metropolitan centers primarily. In 1972 a minimal standard for employment of school librarians

which provides for teacher librarians in elementary schools and professional librarians in junior high schools was issued. A recent survey indicates, however, that few of the traditional or older schools have actually developed such service.

The recent expansion of the Banco del Libro in Caracas, Venezuela, is indication of the recognition now being given by the government to the need to provide books for children in that city and surrounding areas. The Book Bank founded as a private non-profit organization in 1960 was designed to promote a more imaginative and fuller utilization of educational materials. The hope was to move beyond quality textbooks. The main emphasis was on school libraries as the most effective means to "renovate" education. A series of pilot projects to establish elementary school libraries was begun in 1965. These demonstration centers have now stimulated the federal government to establish a national system of school libraries to help students move into adult life backed by their own cultural traditions. The Bank produces new teaching aids, investigates reading habits and supports an audiovisual center. Public library reading rooms are set up for residents outside Caracas. Library buses have been in operation since 1971.

In 1974 I made a statement to the effect that as I visited libraries in many countries, I had been heartened by the evident interest:

- a. toward promoting the reading habit, with a concern for all people regardless of their socio-economic status;
- b. toward the development of all types of libraries with an effort to make books and services available to all!

It has been particularly good to note this increase in concern for books and reading in libraries for children and young adults: to note that Ministries of Education in all countries are becoming more conscious of the role of libraries in educational programs. For too long, countries have built at the top of the educational pyramid, and neglected the most important aspect - that is the new young reader!

I continue to believe we have a basic responsibility as school librarians in today's world. Cultural inheritance and cultural sharing are supported in the heart of the school library program. Whether we are providing books or multi non-print materials, whether we are aiding a teacher or a student, whether we are assisting in reference work or in reading guidance, all of us, in whatever capacity we may be working, are making a contribution to the welfare of mankind of the world. IASL's growth since 1971 has accentuated the

continuing need for an international forum on school library program and development. There is no question about the tremendous amount of work still ahead of us as we attempt to acquaint all people with the concept of school library services, but progress is evident. The perserverance, the creativity and ingenuity of those persons in other countries, of other cultures should serve as an inspiration to those of us in wealthier or more developed countries where libraries have visibility and are better supported. The efforts being made by all librarians to share materials and expand programs of their countries should lead toward that Utopia of universal culture and world understanding.

BIBLIOGRAPHY

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Kloet, Christine, "Working It Out - The School Library, the Chartared Librarian and the Public Library!" YLG News 16 (1972). P. 4-6.

IASL Annual Conference Proceedings, Ibadan, Nigeria, July 28 - August 2, 1977.

Kim Sing Wong. "Report of School Library Development in Malaysia". (Paper delivered at IFLA/UNESCO Pre-session seminar for Librarians from developing countries, Oslo, Norway, August 4-9, 1975).

IASL Newsletter (April 1978). P. 4-6.

PLENARY SESSION

Prior to the IASL Annual Business Meeting, a plenary session was held for the purpose of (1) presenting the report from the Conference which epitomized the concerns of the small group discussions, and (2) proposing resolutions.

Ms. Bea Fincher was the presenter.

Report to plenary session

1. It was agreed that the co-ordination of the resources of a school follows from an acceptance that materials are acquired for the benefit of the whole school community. The teacher-librarian needs to foster attitudes of sharing.
2. Teacher-librarians should function as resource consultants at all levels and for all subjects within schools.
3. Librarianship, teacher-training and class room experience are valuable qualifications for teacher-librarians.
4. A teacher-librarian (resource consultant) can work usefully with teachers by:
 - * Participating fully in curriculum planning committees, meetings of subject and form level co-ordinators etc.
 - * Developing a school resource bank to include traditional and community resources and teacher designed curriculum materials, assignments and projects for all subjects and levels.
 - * Involving teachers in the selection of resources and informing them of what is new.
 - * Arranging for in-service training for teachers.
 - * Joining in formal and informal resource-sharing schemes if suitable legal arrangements can be made.
5. Effective communication between teacher-librarian, school and community can be assisted by such means as:
 - * A library committee with teacher and pupil representation which formulates policy for school endorsement
 - * Regular evaluation of library policies and procedures
 - * Formal reporting to teachers, pupils and administration
 - * Constant awareness of the need for good P.R.
6. Publications - review bulletins, bibliographies, lists, manuals etc. emanate from Aust. State and N.Z. School Library Authorities. Duplica-

tion was noted. Perhaps the Schools Commission could assist co-ordination of these activities.

The report was accepted after much discussion during which the word community was suggested as an additional entity to be considered in effecting good communication.

The following resolutions were accepted:

- 1) That IASL identify the constraints which prevent the mounting of compulsory units in the value and use of school library resources in teaching and learning, within pre-service teacher training courses in member countries.
- 2) That the findings accepted be used by IASL as the basis for a policy statement, designed to give international support and weight to strategies employed by each country to overcome the constraints operating there and that IASL forward a motion on this matter to WCOTP and enter into discussion toward implementation of the policy.
- 3) That teacher training courses contain a core unit in Children's Literature.
- 4) That teacher-librarians be encouraged to evaluate their programmes.
- 5) That IASL prepare a bibliography of available tools for the evaluation of school library programmes.

It was recognized that a significant problem for school libraries and their proper functioning within schools is the lack of teacher awareness of the range of services they might expect from the library and the lack of the skills necessary to exploit library materials and services in the teaching process.

The resolution to prepare a bibliography of available tools for the evaluation of school library programs was referred to IASL's Research Committee.

IASL BUSINESS MEETING

The annual business meeting of IASL was called to order by President Amy Robertson (Jamaica) on August 1, 1978 in Melbourne, Australia.

Resolutions on the contributions of Bernice Wiese, former Editor of the IASL newsletter and Richard Mainwood, one of the first Directors, were read and a moment of silence was observed. (Attached)

The minutes of the 1977 meeting held in Ibadan, Nigeria were accepted as distributed. The Treasurer's report was read by the Executive Secretary in the absence of the Treasurer. The proposed Budget for 1978-79 was presented. It was moved to accept this by Lucille Thomas (U.S.A.), seconded and carried. (Attached report and budget)

President Robertson presented her report to the membership. Mr. Joseph Hallein, Chairman of the Publications Committee, presented the report of the Editor of the Newsletter and the publications committee. (Attached newsletter)

A new editor of the Newsletter, Dr. Donald Fork (Temple University, Philadelphia, Pa.) was appointed following the death of Miss Wiese. Dr. Fork had been serving as Associate Editor. A staff of 25 reporters from around the world continues to assist the Editor as well as guest editors (April '78 Berres Colville, Australia). It is expected that an index will be ready in 1979.

A publication which will be able to include larger articles on school libraries is needed; possibly monographs or occasional papers, a periodical. It was moved that the IASL Board be instructed to ask the Publications committee to investigate such a serial publication. Motion carried. The membership was reminded of Resolution #5 requesting that a bibliography of available tools for the evaluation of school library programs be prepared. This request was referred to the Research committee (Dr. Beilke, Chairman).

The report of the nominating committee was presented, Kay Mungo (Jamaica) chairman. For three year terms each - Mildred Winslow (USA) treasurer, Dr. Ursula Picache (Philippines) and Mr. Joseph Fadero (Nigeria) for Directors. It was moved to accept the nominating committee report and the vote was unanimous.

It was reported that gifts had been received to establish a Memorial Fund for M. Bernice Wiese (\$1,350 as of July 15, 1978). Membership was asked how it would like to see this fund used. It was suggested that since Miss Wiese was so interested in publications that it be used to support special publications on school library developments which might also become a source of income.

Flexibility was requested in developing a policy for this. The publications committee was asked to establish guidelines.

The Executive Secretary then presented the first Honorary Memberships in IASL to Margot Nilson (Sweden) and John Ward (Australia) for their outstanding contributions to the development of school libraries in their own country and also for their significant support of the course of IASL since its establishment.

Recognition was given to charter members of IASL who were present at the 1971 meeting when the decision was made to organize the association and also present at the 1978 conference: Phyllis Hochstettler and Jean Lowrie (USA), Joyce Fardell, Ann Parry, John Ward and Lawrence McGrath (Australia).

155 persons participated in the 1978 conference. A Resolution of Thanks to the local arrangements committee, the hosts for the receptions, tours and other special events and to the guest lecturers was presented by Director Michael J. Cooke (U.K.). It was unanimously approved with great enthusiasm.

Meeting adjourned.

M. BERNICE WIESE: A TRIBUTE
(presented by Margot Nilson)

Bernice Wiese, editor of the "IASL Newsletter", passed away on December 10, 1977, and in her death the field of international school librarianship lost a valued and concerned friend.

Active in school library service, throughout her career, she was interested at local, national and international levels in promoting the broadest of services for children and young adults. She served as Supervisor for School Libraries in Baltimore, Maryland, for many years during which time she promoted demonstration projects including one of the Knapp Project elementary school libraries.

Fulbright lecturer in Singapore and Malaysia for over three years, her interest in developing standards and guidelines for these countries, her sympathetic understanding of the needs of developing countries, her sincere interest in people made her both a respected and well-loved person in these countries.

From the first moment of IASL's existence - 1971 Jamaica - Bernice became involved in the work of this neophyte association. She volunteered to begin developing a Newsletter for the association to produce a channel of communication for the membership immediately. This has grown to an eight page quarterly, full of information about many countries - the only publication of its kind.

Bernice attended every meeting of IASL, including the 1977 Nigeria conference even though she was not well. Her guidance and suggestions at Board meetings, her quiet support in periods of stress and uncertainty, her wit and charm will indeed be missed by all of her colleagues and the IASL membership. She was a friend of all of us.

Be it resolved that the IASL express its sense of loss to the members of her family and spread this tribute in its record.

August 1, 1978

RESOLUTION - RICHARD MAINWOOD

Whereas Richard Mainwood served as chairman of the first annual conference of the International Association of School Librarianship in 1972, held in London;

Whereas he was also elected as one of the first three directors of the association, serving from 1971-1976;

Whereas he was a leader in his own country serving as the Director of School Library Programs in London and active in the School Library Association and as such demonstrated the place of the school library as a resource center in todays educational program;

Be it therefore resolved that IASL recognize the contributions of Richard Mainwood as an international leader in the profession and expresses its sense of loss at his death.

IASL Financial Report
July 1, 1977 - June 30, 1978

BALANCE on hand in American National Bank Checking Account-7/1/78 \$1,552.17

INCOME

Association Memberships	252.00
U.S.A. Individual Members	859.50
Foreign Individual Members	981.99
Sales of Proceedings and Contact Lists	344.25
Contributions & Scarecrow Press Royalty	210.70
Proceeds from Nigerian Conference	97.00
Refund from W.M.U. double payment	46.55
Transferred from Checking to Savings	100.00
*Memorial Gift	100.00
Interest on Savings	3.45
	<hr/>
TOTAL	\$2,995.44

EXPENDITURES

Secretarial Services (Mrs. Sandy Burgess thru April)	\$ 631.75
IFLA Dues - Plus Registered Letter	203.45
WCOTP Dues	0.0
Duplicating - W.M.U. (Proceedings, etc.)	201.55
Beimer Printing Co.	288.66
Secretary of State - Filing Report	5.00
Newsletter - Photocopying	181.73
Newsletter - Postage	453.19
Proceedings - Postage	314.60
Librarianship Postage - Miscellaneous Letters, etc.	261.16
Transfer to Savings Account	200.00
Postage UNESCO Projects (H. Bennett)	30.81
Editor of Newsletter Expense	143.53
Refund Wm. Park College for Proceedings	10.50
Adjustments for Foreign Check Collection Charge	12.43
	<hr/>
	\$2,938.36

Bank Balance July 1, 1977	\$1,195.09
1977-78 Revenues	2,995.44
1977-78 Expenses	2,938.36
Bank Balance July 1, 1978	1,252.17

Memorial Contributions:

\$100 - M. Nilson
\$500 - J. Lowrie
\$500 - V. Anderson

Savings Account:

2-78 deposited from checking	\$ 100.00
2-78 M. Nilson	100.00
7-78 J. Lowrie	500.00
7-78 V. Anderson	500.00
	<hr/>
	\$1,200.00
7-1-78 Interest on \$200.	3.45
	<hr/>
	\$1,203.45

*Contributions to the Memorial Fund have grown to \$1,103.45 as of July 15, 1978.

M. Winslow, Treasurer

IASL BUDGET

	<u>Budgeted 77-78</u>	<u>Actual 77-78</u>	<u>Proposed 78-79</u>
<u>INCOME</u>			
Association Membership	\$ 413.00	\$ 252.00	\$ 400.00
USA-Individual @ \$8.	1,600.00	859.00	1,000.00
Overseas-Individual	1,040.00	981.99	1,000.00
Sale of Publications	500.00	344.25	350.00
Individual Contributions & Royalty	600.00	*210.70	300.00
Proceeds from Conf.	?	97.00	100.00 (?)
Misc.	_____	46.55	50.00
TOTAL	\$4,153.00	\$2,791.99	\$3,200.00

*Excludes Memorial contributions in savings account.

EXPENDITURES

Secretarial	\$ 800.00	\$ 631.75	\$ 800.00
IFLA dues	100.00	200.00	200.00
WCOTP	100.00	----	100.00
Duplicating & Photocopy	400.00	201.50	230.00
Beimer	200.00	288.66	200.00
Secretary of State filing	3.00	5.00	5.00
Newsletters printing	2,000.00	181.73	1,000.00
postage		453.19	
editor expense		143.53 (B.W.)	
President Expenses	150.00	-----	150.00
*Exec. Secretary Exp.			100.00
*Telephone & Misc.	400.00	305.92	300.00 (200.00)
Proceedings-Postage		314.60	200.00
1978 pre-conference needs	?	-----	?
Foreign check coll. charge	-----	12.43	15.00
	\$4,153.00	\$2,738.31	\$3,200.00
Transfer to savings \$100.00		+100.00	
		\$2,868.31	

*Changed by Exec. Ed.

IASL NEWSLETTER - EDITOR'S REPORT

July 1, 1977 - June 30, 1978

I. Reporters

The staff of reporters has grown to a total of 25 volunteers representing a wide diversity of countries and professional associations. This number reflects an increase of seven more reporters than last year. Each person has been asked to serve for a period of three years.

1975-1978

Ms. Marla Davis, Australia
 Ms. Elizabeth Frank, Zambia
 Ms. Setsuko Koga, Japan
 Mr. O. A. Morris, England
 Dr. Ursula Picache, Philippines

1976-1979

Ms. E. P. Smith, Australia
 Ms. Conrade B. Simpliciano, Philippines
 Ms. Betty M. Minemier, U.S.
 Dr. Ruth White Ormston, U.S.
 Ms. Martha Tome, U.S./Latin America
 Mr. Robert Vaughan, Virgin Islands, U.S.

1977-1980

Sister M. Tarcisia Sheid, Jamaica (JLA)
 Ms. Virginia W. Dike, Nigeria (ASSSLA)
 Mr. Ilse Breger, West Germany
 Ms. Jill Stevens, Australia (SMMART)
 Ms. Donna J. Adrain, Canada (CSLA)
 Ms. Takako Akaboshi, Japan (JLA)
 Mr. Kiyoshi Ashiya, Japan (JSLA)
 Mr. Arne Holst, Denmark (DS)
 Ms. Phyllis Cleveland, U.S.
 Ms. Julia Tokan, Papua New Guinea
 Ms. Joan Pigram, Australia (ASLA)
 Ms. Sheila Marples, Canada (BCSLA)
 Ms. Maureen Nimon, Australia (LAA)
 Mr. J. G. Wiese, West Germany

II. Appointment of New Editor

Due to the untimely death of Ms. Bernice Wiese, Dr. Donald J. Fork, Department of Educational Media, Temple University, Philadelphia, Pennsylvania, U.S.A., was appointed editor by the IASL President in the fall of 1978. Dr. Fork has served as Associate Editor and has assisted in gathering and selecting news for the newsletters for the past few years.

III. Guest Editors

The April, 1978 edition was compiled by Ms. Berres Colville, a school librarian from Melbourne, Australia and a member of the IASL

IASL Newsletter - Editor's Report - cont.

Editorial Committee. This issue served as the Conference Issue and highlighted recent developments in Australia, New Zealand, Tonga, and other areas of the South Pacific.

IV. News Coverage

As of June, 1978 there have been 25 issues of the newsletter since 1971, exclusive of the Membership Directory. As has been customary, the October issue was devoted to IASL conference news and also news of significant national and international conferences. Other topics treated have been human resources for school libraries, (December, 1977) and educating the library user (January, 1978).

Of the approximately 153+ countries of the world, 85 (including 7 dependencies) have had news coverage with 230 items since 1971. Four countries have not had news items before, Cyprus, Ivory Coast, Tonga and Zaire.

<u>Region</u>	<u>No. Countries</u>	<u>No. News Items</u>
Africa	18	37
Asia	14	46
Middle East	6	14
Pacific Region	6	35
Europe	20	44
North America	4	26
Latin America	14	25
West Indies	3	9
Total	85	236

V. Plans1. Guest Editor for special 1979 conference issue

Guest editors from other countries and regions help to provide an international point of view and broaden the membership participation in furthering the awareness of IASL. In 1979 it seems appropriate to continue the policy of extending an invitation to the school library association of the host country to sponsor a special conference issue of the newsletter to cover news on happenings in their region. It is felt that if this issue were published prior to the conference, it would heighten interest in the region and possibly stimulate attendance at the conference.

2. Special topics for some issues

Plans begun last year to highlight special topics of interest to school librarians/media specialists with one or two page articles will continue with the possibility of establishing permanent columns on topics of the greatest interest to the membership. Further attempts will be made in order to determine the feasibility of including such special features in the Newsletter.

3. Reporting staff

Last year the former editor attempted to seek the cooperation of school library associations in furnishing news of their countries on a regular basis by asking them to identify one of their members to serve as a reporter. This correspondence had to be postponed, but will be continued in 1978-1979. Again it is stressed that reporters in more countries are desirable to keep the lines of communication open and the news coming in every year.

4. Index

Although no progress has been made this past year, it is hoped that the preparation of a comprehensive index covering 25 issues will continue and be finished sometime in 1979. Originally it was planned to distribute the index to all members. Postage costs have risen so high and increases are predicted for the near future, that it may be necessary for the IASL Board to consider charging for the index. The cost should be enough to cover production and postage. Distribution would be only to those paying the costs.

VI. Needs

The same needs continue to exist: (1) help with translating journals, pamphlets, and brochures, (2) funds to publish and distribute one or more additional issues per year and (3) preparation of an index.

VII. Comments

In order to communicate the goals and needs of the Association more effectively, it may be useful to institute a special column of the Newsletter so that the President and/or Executive Secretary can offer personalized views to the membership. It is recommended that the Editorial Committee consider the advantages and disadvantages of such a change at their first opportunity.

It also seems appropriate at this time that the Board consider the appointment of a new Associate and Assistant Editor so that many of the fine projects can continue and new ones implemented.

The editor would like to express a special note of thanks for the cooperation and support shown by the IASL Board, reporters and members, under very unusual and difficult circumstances this past year. It is hoped that with everyone's continued efforts that the IASL Newsletter will remain a recognized means of promoting and furthering the development of international school librarianship. The newsletter has helped to establish IASL visibility and has become a vehicle for members to share news of their activities and to learn of world-wide developments. It is one effective means of communication for school librarians who serve children and young people on many continents. The editor is optimistic that lines of communication will be strengthened each year and that IASL membership will grow.

Submitted by:

Donald J. Fork, Editor

FINANCIAL REPORT OF IASL NEWSLETTER EDITOR

July 1, 1977 - June 30, 1978

IASL NEWSLETTER EXPENSESI. Editor's expenses

--Postage--stamps, mailing costs for letters, complimentary newsletters, small parcels of materials, etc.	\$30.00
--Stationary--paper, carbons, typewriter ribbons, etc.	4.00
--Photocopying	1.00
--Subscriptions--BookBird	14.00
	<hr/> \$48.00

BUDGET REQUEST FOR 1978-1979

Expenses--Editor's

Postage--stamps, mailing, etc.	\$30.00
Stationary--paper, carbons, typewriter ribbons, etc.	5.00
Photocopying	5.00
Subscription--Bookbird (\$14.00) School Librarian (\$25.00) Media: Revue des techniques (\$15.00)	54.00
Phone calls	6.00
	<hr/> \$100.00

COUNTRIES LISTED IN NEWSLETTER BY ISSUE, 1971 - April, 1977

Vol. 1 No. 1, July, 1971

Australia
Singapore
Venezuela

Vol. 1 No. 2, Nov., 1971

Australia
Jamaica
W. Germany
Nigeria
Singapore
Virgin Islands (U.S.)

Vol. 1 No. 3, April, 1972

Canada
Japan
Korea, South
Okinawa
Philippines
Thailand
Virgin Islands (U.S.)

Vol. 1 No. 4, Oct., 1972

No happenings in
countries listed

Vol. 2 No. 1, Jan., 1973

Australia
Algeria
Brazil
Denmark
Egypt
England
Ethiopia
Fiji
Guyana
W. Germany
Iran
Lebanon
Liberia
Netherlands
New Zealand
Norway
Turkey
Venezuela

Vol. 2 No. 2, May, 1973

Belize (British Honures)
Canada
Hungary
Japan
Nigeria
Malaysia
Philippines
Saudi Arabia
Singapore
Sri Lanka (Ceylon)
Sweden

Vol. 2 No. 2, May, 1973 cont.

Taiwan
Virgin Islands (U.S.)

Vol. 2 No. 3, Oct. 1973

Brazil
Canada
Ghana
Iceland
W. Germany
Jordan
Malaysia
Mauritius
Nepal
Netherlands
Philippines
Puerto Rico (U.S.)
Russia
Thailand
Virgin Islands (U.S.)

Vol. 3 No. 1, Jan., 1974

Australia
Canada
French Speaking Africa
France
England
Jamaica
Malaysia
New Zealand
Nigeria
Norway
Portugal
Spain
Switzerland

Vol. 3 No. 2, May, 1974

Australia
Canada
Columbia
Ecuador
Ethiopia
W. Germany
Hong Kong
Japan
Jordan
Papua New Guinea
Peru
Philippines
Sri Lanka (Ceylon)
Tanzania
United States

Vol. 3 No. 3, Oct. 1974

Argentina
Australia
Canada
Fiji

Vol. 3 No. 3, Oct. 1974-cont

Pakistan
Papua New Guinea
Samoa (Western)
Singapore
Sweden
Spain
Turkey

Vol. 4 No. 1, Jan. 1975

Australia
Denmark
India
Iran
Kenya
Nigeria

Vol. 4 No. 2, April 1975

Australia
Canada
Fiji
Indonesia
Japan
Nepal
Nigeria
Papua New Guinea
Philippines
Trinidad & Tobago

Vol. 4 No. 3, Oct. 1975

W. Germany

Vol. 4 No. 4, Nov., 1975

Australia
Denmark
England
Fiji
Finland
Iceland
Iran
Ireland, Northern
Norway
Scotland
Switzerland

Vol. 5 No. 1, Jan. 1976

Argentina
Bolivia
Brazil
Columbia
Costa Rica
Ecuador
Germany (West)
Malaysia
Mexico
Nicaragua
Panama
Paraguay

Vol. 5 No. 1, Jan., 1976-cont.

Peru
Taiwan
Thailand
Venezuela

Vol. 5 No. 2, Apr., 1976

Australia
Canada
The Gambia
Greece
Hong Kong
Iran
Israel
Japan
Korea, South
Sierra Leone
Singapore
United States

Vol. 5 No. 3, July, 1976

United States (13 states)

Vol. 5 No. 4, Oct., 1976

Conferences--

IASL
ALA & AASL (U.S.)
Kutztown, U.S. Int'l.
Children's Literature
WCOTP-U.S.
IFLA-Switzerland
UNESCO-Perth, Australia
Australian School Library
Assn.
India-World Book Fair
London-Quincentenary of
Printing
Moscow--Int'l Book Committee
Ghana--African Librarian

Vol. 5, Nov., 1976-Extra Issue

Australia
Barbados
Egypt
Ethiopia
Ghana
Israel
Japan
Morocco
Nigeria
Papua New Guinea
Singapore
Somalia
Sweden
Tanzania
Trinidad & Tobago
United States
Zambia

Vol. 6 No. 1, Jan., 1977

Denmark (6 articles)
Ireland, Northern
Kenya
Malta
Wales

Vol. 6 No. 2, Apr., 1977

Australia
Botswana
Cameroon
Canada
Fiji
Mauritius
New Zealand
Nigeria
Philippines
Virgin Islands (U.S.)
Latin America-Institute (U.S.)

Vol. 6 No. 3, Oct., 1977

Conferences--

IASL
Nigerian School Library Assn.
National Associations
Nigeria

Vol. 6 No. 4, Dec. 1977

Australia
Bangladesh
Brazil
Canada
Columbia
Cyprus
England
Fiji
W. Germany
Jamaica
Malaysia
Malta
Philippines
Saudi Arabia
Singapore
Turkey
United States

Vol. 7 No. 1, Jan. 1978

W. Germany
India
Ivory Coast
Kenya
Nigeria
Singapore
Zaire

Vol. 7 No. 2, Apr., 1978

Australia
New Zealand
Tonga

THE DEMOCRATIZATION OF EDUCATION IMPLICATIONS FOR SCHOOL LIBRARIES

THURSDAY, 27th JULY

The Melbourne Town House

2:00 p.m. - 3:00 p.m.

Opening Session

Chair: Mrs. Amy Robertson
President
International Association of
School Librarianship

Welcome: Dr. Geoffrey Blainey
Chairman
Australian Council

3:00 p.m. - 3:30 p.m.

Afternoon Tea

3:30 p.m. - 4:45 p.m.

Session 1

Keynote Address

Chair: Dr. Jean Lowrie
Director, School of
Librarianship
Western Michigan University
U.S.A.

Speaker: Dr. Eric Bowker
Department of Education
University of Queensland
Chairman Innovation Committee
Schools Commission

5:30 p.m.

Reception by Hon. R. J. Hamer, ED, MP.
Premier of Victoria

Melbourne Room - Premier's Department
Building
No. 1 Treasury Place
Melbourne

FRIDAY, 28th JULY

9:00 a.m. - 10:30 a.m.

Session 2

Implications of the School Based Curri-
cula for School Library Resource
Centers

FRIDAY, 28th JULY - continued

Chair: Mr. Peter Matthews
President
Australian School Library
Association

Speaker: Neville Johnson
Senior Lecturer
Melbourne State College

10:30 a.m. - 11:00 p.m.

Morning Tea

11:00 a.m. - 12:30 p.m.

Session 3

The Librarian and the Curriculum

Chair: Mr. Michael Ramsden
Heading Dept. of Librarianship
Royal Melbourne Institute of
Technology

Speaker: Mr. Michael Cooke
Senior Lecturer
Department of Social Manage-
ment Studies
College of Librarianship
Wales

12:30 p.m. - 2:00 p.m.

Luncheon

2:00 p.m. - 3:15 p.m.

Session 4

The Implications of School Based
Curriculum for Library Resource
Centers.

Chair: Sr. Mary Luscombe
St. Joseph's College, Altona

Speaker: Mrs. Joan Brewer
Senior Lecturer - School of
Librarianship
Adelaide College of Advanced
Education

Ms. Margot Nilson
Sweden

3:15 p.m. - 3:45 p.m.

Afternoon Tea

3:45 p.m. - 4:45 p.m.

Syndicate Groups

FRIDAY, 28th JULY - continued

5:00 p.m.

Viewing the Morgan Collection of
Children's Books
Baillieu Library
University of Melbourne

Speaker: Walter McVitty
Acting Head
Department of Librarianship
Melbourne State College

7:30 p.m.

Conference Dinner

Bombay Room
Melbourne Town House

SATURDAY, 29th JULY

9:00 a.m. - 10:30 a.m.

Session 5

The Schools: Who Controls Them

Chair: Dr. Ray Maddocks
Assistant Director General
of Education
Victoria

Mrs. Margaret Wilkshire
President
Victorian Council of School
Organizations

Dr. Robin Chapman
Director of Planning Services
Education Department of
Victoria

10:30 a.m. - 11:00 a.m.

Morning Coffee

11:00 a.m. - 11:45 a.m.

Session 6

Indonesian School Libraries

Chair: Mr. Ross MacKinnon
Inspector of Technical Schools
Education Department
Victoria

Panel: Miss Tjut
Mr. Wijono
Mr. Secmaro

11:45 a.m. - 12:45 p.m.

Syndicate Groups

12:45 p.m. - 2:00 p.m.

Luncheon

SATURDAY, 29th JULY - continued

2:00 p.m. - 2:45 p.m.

Session 7

Pacific Rim School Libraries - A Review

Chair: Walter McVitty
Acting Head
Department of Librarianship
Melbourne State College

Speakers: New Zealand

Mrs. Phyllis Macdonald
Principal Librarian
School Library Services
New Zealand

Panel: Canada

Mr. Steven Harris
Courtney
British Columbia

2:45 p.m. - 3:30 p.m.

School Libraries - A West Indian View

Chair: Walter McVitty
Acting Head
Department of Librarianship
Melbourne State College

Speaker: Mrs. Amy Robertson
School of Education
University of West Indies

3:30 p.m. - 4:00 p.m.

Afternoon Tea

4:00 p.m. - 5:30 p.m.

Session 8

School Library Services in Lesotho

Chair: Ms. Kaye Frost
Head, School Library Programme
Gippsland Institute of
Advanced Education

Speaker: Dr. L. McGrath
Churchlands College of Advanced
Education

5:30 p.m.

Launching of the 16mm film "Giant Devil
Dingo"

Presented by Weston Woods Films

8:30 p.m.

An evening with Australian Authors and
Poets hosted by the Fellowship of Australia-
lian Authors. To be held in the Bombay
Room at The Melbourne Town House. Wine
and cheese will be served.

SUNDAY, 30th JULY

10:00 a.m. - 11:00 a.m.

Session 9Support Systems at Regional and Local
Level - U.S.A.Chair: Mr. Mervyn Kydd
Director of Special Services
Education Department of
VictoriaSpeakers: Professor Phyllis Hochstettler
Visiting Lecturer - Melbourne
State CollegeDr. Patricia Beilke
School of Librarianship
Ball State University, Indiana

11:00 a.m. - 11:30 a.m.

Morning Coffee

11:30 a.m. - 12:45 p.m.

Session 10School Library Support Services - An
Australian PerspectiveChair: Mrs. Bea Fincher
Senior Lecturer
School of Librarianship
Melbourne State CollegePanel: A.C.T.
Mrs. Pam Pitkeathly
A.C.T. Schools Authority
School Library ConsultantN.S.W.
Miss Joyce Fardell
Head
School Library Service
Education Department of N.S.W.Northern TerritoryMr. Gil Jennex
Department of Education
Northern TerritoryQueenslandMrs. Val Palmer
Assistant Supervisor (Primary)
School Library Service
Queensland Education Depart-
ment

SUNDAY, 30th JULY - continued

Panel: South Australia
cont'd
Mr. James Dwyer
Supervisor of School Libraries
Education Department of South
Australia

Tasmania
Mr. Glen Pullen
Assistant State Librarian
(Educational Services)
Tasmania

Mr. Barry D. Sheen
Supervisor of School
Libraries
Education Department -
Victoria

1:00 p.m. - 2:15 p.m.

Luncheon

2:15 p.m. - 3:00 p.m.

Support Services in Developed Countries

Chair: Mr. Joe Hallein
President
Schools Section
L.A.A.

Canada
Mrs. E. Symonds
University of British
Columbia

Denmark
Mr. Aksel Peterson
Inspector of Schools
Denmark

3:00 p.m. - 3:30 p.m.

Australian Government Leadership in
School Library Development

Chair: Mr. Michael Cooke
Member, Board of Directors
I.A.S.L.

Speaker: Mr. Peter Cameron
Executive Officer
School's Commission

3:30 p.m. - 4:00 p.m.

Australian School Catalogue Information
Service

Chair: Mr. Aksel Peterson
Vice President
I.A.S.L.

SUNDAY, 30th JULY - continued

Speaker: Mr. James Dwyer
 Supervisor of School Libraries
 Education Department - South
 Australia
 Member School Libraries Comm-
 ittee School's Commission

4:00 p.m. - 4:15 p.m.

Afternoon Tea

4:15 p.m. - 5:15 p.m.

Syndicate Groups

BALLARAT PROGRAMME

Monday, 31st July:

8:30 a.m.

Depart Melbourne Town House

10:15 a.m. - 10:45 a.m.

Arrive Mt. Helen Campus
 Ballarat College of Advanced Education

Morning Coffee

Welcome by Mrs. Thelma Rungkat
 Head, Department of Librar-
 ianship

10:45 a.m. - 11:30 a.m.

Session 12

The Democratization of Education
 Implication for the Ballarat School

Chair: Mrs. Thelma Rungkat

Speaker: Mr. Ian Wilcox, Dip. Lib.
 Dip. G.S., T.T.L.C., T.P.T.C.,
 A.L.A.A.
 Vice Principal
 Macarthur Street, Primary
 School

11:30 a.m. - 12:15 p.m.

Session 13

Community and Schools

Chair:

Speaker: Mrs. Lucille Thomas
 Assistant Director
 New York Board of Education

12:15 p.m. - 1:15 p.m.

Session 14

The Role for the School Library in the
 Total Community Library Service of
 Ballarat

Monday, 31st July - continued

Chair: Ms. Ann Beggs
Administrator
School Library Programme
Ballarat College of
Advanced Education

Panel: Mrs. Maisie Cunningham
Teacher Librarian Advisor
Ballarat

Ms. Margaret Littlehales
Teacher Librarian Advisor
Maryborough

Mr. Bruce Turner
Librarian, School of Mines

Mr. Noel Richards
Teacher Librarian Advisor
Stawell

Ms. Ann Jackson
Secondary Schools Library
Advisor, Ballarat

1:15 p.m. - 2:15 p.m.

Luncheon served in the Bistro, Ballarat
College of Advanced Education, Mt.
Helen

2:15 p.m. - 3:15 p.m.

- (1) Visit School of Mines Library
- (2) Visit Sebastopol Technical
School Library
- (3) Visit Forrest Street School
Library
- (4) Visit Ballarat Education
Center

3:30 p.m. - 5:00 p.m.

All Groups: Visit Sovereign Hill

5:15 p.m. - 5:45 p.m.

Wine and Cheese: Ballarat College of
Advanced Education, Mt. Helen

6:00 p.m. - 7:30 p.m.

Depart for Melbourne

Arrive at the Melbourne Town House

TUESDAY, 1st AUGUST

9:00 a.m. - 10:00 a.m.

Session 15

Margaret Scott Memorial Lecture

Chair: Mrs. Amy Robertson
President, I.A.S.L.

Speaker: Dr. Jean Lowrie
Director, School of
Librarianship
Western Michigan University
Kalamazoo, Michigan

10:00 a.m. - 10:45 a.m.

Session 16

Plenary Session Conference

10:45 a.m. - 11:15 a.m.

Morning Coffee

11:15 a.m. - 12:30 p.m.

I.A.S.L. Plenary Session and General Meeting

Chair: Mrs. Amy Robertson
President, I.A.S.L.

12:45 p.m.

Luncheon hosted by the Australian School
Library Association and Library Associa-
tion of Australia.

2:00 p.m.

Tours:

- (1) Dromkeen Children's Literature
Section

Host: Mrs. Joyce Oldmeadow

- (2) Library Branch
Education Department of Victoria
3rd Floor
449 Swanston Street
Melbourne

Host: Mr. B. D. Sheen
Supervisor of School
Libraries

LIST OF PARTICIPANTS

Note: The Institution/school of the person is in brackets.

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